1921/22

Mount Morris College Bulletin

FOUNDED A. D. 1839

CATALOG NUMBER

ANNOUNCEMENTS
FOR 1921-1922

Volume IX MAY, 1921 Number 4

MOUNT MORRIS
COLLEGE BULLETIN

Founded A. D. 1839

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CALENDAR FOR 1921-1922

First Term—Nine Weeks.

1921

Sept. 13, Tuesday.....General Registration
Sept. 14, Wednesday.....Instruction Begins
Nov. 11, Friday.....Term Examinations

Second Term—Nine Weeks.

Nov. 14, Monday.....Registration of New Students
Nov. 23, Wednesday (evening).....
.....Thanksgiving Vacation Begins
Nov. 27, Sunday (evening).....Thanksgiving Vacation Ends
Dec. 22, Thursday (evening).....Holiday Vacation Begins

1922

Jan. 2, Monday (evening).....Holiday Vacation Ends
Jan. 26 and 27, Thursday and Friday.....Semester Examinations

Third Term—Nine Weeks.

Jan. 28, Saturday.....Second Semester Registration
Jan. 30, Monday.....Instruction Begins
March 31, Friday.....Term Examinations

Fourth Term—Nine Weeks.

April 3, Monday.....Instruction Resumed
May 25, Thursday.....Senior Prayer Meeting
May 26, Friday.....Sharer Oratorical Contest, Philorhetorian
May 27, Saturday.....Annual Oratorical Contest, Amphictyon
May 28, Sunday (morning).....Service by College Seniors
May 28, Sunday (evening).....Baccalaureate Service
May 30, Tuesday (evening).....Music Department
May 31, Wednesday (evening).....Academy Class Program
June 1, Thursday.....Class and Alumni Day
June 1 and 2, Thursday and Friday.....Annual Art Exhibit
June 2, Friday.....General Commencement

ADMINISTRATIVE OFFICERS
ORGANIZATION

BOARD OF TRUSTEES.

Term expires 1921.

W. N. Glotfelty.....Libertyville, Iowa
Harvey A. Gnagey.....Dysart, Iowa
W. T. Heckman.....Cerro Gordo, Illinois
O. F. Shaw.....Milledgeville, Illinois

Term expires 1922.

S. S. Blough.....Astoria, Illinois
O. D. Buck.....Franklin Grove, Illinois
W. D. Grove.....South English, Iowa
J. K. Miller.....Cedar Rapids, Iowa
C. B. Rowe.....Dallas Center, Iowa
Philip A. Shearer.....Decatur, Illinois
Harry C. Sheller.....Grundy Center, Iowa

Term expires 1923.

M. W. Emmert.....Mount Morris, Illinois
William Lampin.....Polo, Illinois
J. E. Miller.....Elgin, Illinois
W. O. Tannreuther.....Waterloo, Iowa
I. J. Trostle.....Franklin Grove, Illinois

Term expires 1924.

W. E. West.....Mount Morris, Illinois
O. S. Hamer.....Waterloo, Iowa
John Heckman.....Polo, Illinois
M. M. Sherrick.....Mount Morris, Illinois
D. M. Shorb.....Surrey, North Dakota

Term expires 1925.

J. P. Holsinger.....Mount Morris, Illinois
Geo. W. Miller.....Lintner, Illinois
J. E. Rolston.....Sheldon, Iowa
D. D. Stitzel.....Lanark, Illinois

OFFICERS OF BOARD OF TRUSTEES.

M. W. Emmert.....President
O. F. Shaw.....Vice-President
John Heckman.....Secretary-Treasurer

Executive Committee.

M. W. Emmert John Heckman O. F. Shaw

GENERAL EDUCATIONAL BOARD.

D. W. Kurtz, President.....McPherson, Kansas
D. M. Garver, Vice-President.....Trotwood, Ohio
D. C. Reber, Secretary-Treasurer.....North Manchester, Indiana
J. S. Flory.....Bridgewater, Virginia
J. W. Lear.....Chicago, Illinois
H. Spenser Minnich, Assistant Secretary.....Elgin, Illinois

FACULTY OF 1919-1920

LEVI S. SHIVELY, A. M., Ph. D., President and Professor of Mathematics and Physics. A. B., University of Michigan, 1908; A. M., University of Chicago, 1916; Ph. D., University of Chicago, 1917; Assistant in Mathematics, University of Michigan, 1907-1908; Professor of Mathematics and Physics, Mount Morris College, 1908-15; Graduate Scholar in Mathematics, University of Chicago, 1915-17; Professor, Mount Morris College, 1917—.

A. J. BRUMBAUGH, A. M., Dean of the College and Professor of Education, Vice President elect for 1921-1922. A. B., Mount Morris College, 1914; A. M., University of Chicago, 1918; Superintendent of Consolidated Schools, 1909–10; Superintendent of Mount Morris High School, 1914–15; Professor, Mount Morris College, 1915–17; Graduate Student, the University of Chicago, 1917–18. Professor, Mount Morris College, 1918—.

M. M. SHERRICK, A. M., Litt. D., L. H. D., Registrar and Professor Philosophy. A. B., Coe College, 1896; University of Chicago, 1899; A. M., University of Michigan, 1902; Litt. D., M. M. C., 1917; L. H. D., Manchester College, 1918; Instructor, Mount Morris College; Principal, Idaville Township High School, 1897–98; Professor, North Manchester College, 1898–1900; Professor, Muncie Normal University, 1900–01; Principal, Mt. Pleasant High School, 1902–04; Professor, North Manchester College, 1904–06; Professor, Mount Morris College, 1906—.

M. W. EMMERT, A. B., D. D., Professor of Biblical Literature, *on the Shearer Memorial Fund, founded by Philip A. Shearer, in memory of his deceased daughter, Stella.* Dean of the Seminary. A. B., Mount Morris College, 1909; Divinity School of Chicago University; D. D., M. M. C., 1917; Instructor in Public Schools, 1891–92, 1895–96; Instructor, Mount Morris College, 1900-03; Professor, Mount Morris College, 1904—.

JOHN B. WHITE, A. M., Professor of History. A. B., Mount Morris College, 1913; A. M., University of Chicago, 1916; Professor of History, Cooper College, 1916-1917; Professor of History, Daleville College, 1917–18; Professor, Mount Morris College, 1918—.

Robert C. Clark, A. B., B. S., Dean of the Department of Agriculture. A. B., Mount Morris College, 1911; B. S., University of Illinois, 1919; Principal Shorthand Department, Chicago Business College, 1911–13; Dean of Department of Agriculture, Mount Morris College, 1919—.

L. H. Brumbaugh, A. M., B. D., Professor of Biblical Languages. A. B., Mount Morris College, 1917; A. M., the University of Chicago, 1919; B. D., Yale University, 1920. Professor of Bible, Mount Morris College, 1920—.

Wilbur Brenner Stover, A. B., D. D., Professor of Missions. B. L., Mount Morris College, 1891; A. B., Mount Morris College, 1899; D. D., Mount Morris College, 1902; Missionary at Bulsar India, 1894–1906; at Ankleshwer, India, 1906–1920; Member Bombay Anthropological Society, 1919; Professor of Missions, Mount Morris College, 1921—.

Charlotte J. Cipriani, Docteur de l'Université de Paris (Lettres), Professor of Modern Languages. Ph. B., the University of Chicago, 1896; Student, University of Paris, France, 1899-1901; Docteur de l'Université de Paris (Lettres), 1901; Professor of Modern Languages, Ottawa University, 1905–1907; Carroll College, 1918–1920; Professor of Modern Languages, Mount Morris College, 1920—.

J. Russell Winslow, B. S., Professor of Chemistry. B. S., Earlham College, 1915; Graduate student, University of Minnesota, 1916–1919; Professor of Chemistry, Mount Morris College, 1920—.

D. Frank Adams, B. S., Professor of Agriculture. A. B., Otterbein University, 1903; B. S., the University of Minnesota, 1916; Professor of Education and Oratory, York College, 1911–1913; Professor of Agriculture in High Schools of Minnesota, 1916–1920; Professor of Agriculture, Mount Morris College, 1920—.

Frances K. Gould, A. M., Professor of English. A. B. and A. M., the University of Michigan; Graduate student, University of Edinburgh; Instructor, Goshen High School, 1909–1915; Professor in Fargo College, 1916; Professor of English, Mount Morris College, 1920—.

Elizabeth Krafka, A. M., Professor of Biology. A. B., Lake Forest College, 1916; A. M., University of Wisconsin, 1919; Instructor in Zoology, North English High School, 1916–1918; Assistant in Zoology, the University of Wisconsin, 1918–1919; Professor of Biology, Mount Morris College, 1920—.

Margaret M. Peale, A. B., Professor of Domestic Science. A. B., the University of Illinois, 1918; Paxton High School, 1918–1919; Instructor, Momence Community High School, 1919–1920; Professor of Domestic Science, Mount Morris College, 1920—.

Ralph Fahrney, A. B., Principal of the Academy and Instructor in History and Physics. A. B., Mount Morris College, 1919; Instructor, Mount Morris College, 1919—.

Dorothy M. Sherrick, A. B., Instructor in English and French. A. B., Mount Morris College, 1917; Instructor, Mount Morris College, 1917—.

Milo D. Zimmerman, A. B., Instructor in Mathematics and Latin. A. B., Mount Morris College, 1920; Instructor in Mathematics and Latin, Mount Morris Academy, 1920—.

Roy Dilling, Professor of Voice. Manchester College, 1903–1904; LaVerne College, 1906–1907; Bethany Bible School, 1909–1911; Professor in Bethany Bible School, 1911–1919; Professor of Voice, Mount Morris College, 1920—.

Agnes Mary Hollister, Mus. B., Professor of Piano. Student, Pennsylvania College of Music; Bush Temple of Music; Bachelor of Music, Bush Temple of Music, 1916; Instructor of Music, Montana Wesleyan College, 1917–1919; Instructor in Piano and Theory, Earlham College, 1919–1920; Professor of Piano, Mount Morris College, 1920—.

Francis Myers, Instructor in Music. Composer and Band Leader; Instructor, Mount Morris College, 1919—.

Mrs. I. R. Hendrickson, Instructor in Art. Zanerian Art Institute; Chicago Art Institute; Columbus Art Institute; Instructor, Lamar College, 1898-1900; Mount Morris College, 1910—.

Joy Lichty, Assistant in Physics.

Ralph Landes, Assistant in Chemistry.

Robert Blough, Assistant in Chemistry.

Vernon Hohenadel, Assistant in Agriculture.

J. L. Dyer, Assistant in Typewriting.

W. E. West, Business Manager.

W. E. Hill, Superintendent of Buildings and Grounds.

Mrs. Mina Culler, Matron.

Part I.

GENERAL DESCRIPTION

PART I. GENERAL DESCRIPTION

LOCATION.

Mount Morris, the seat of Mount Morris College, is situated one hundred miles west of Chicago. It is a beautiful, wide-awake town with the usual necessary places of business. The public schools are good and the four churches are in a prosperous condition.

HISTORY.

Over three-quarters of a century ago, some of the leading men of "Rock River Settlement" determined to establish in their community a school of higher education. Among these were Rev. Thomas Hitt, John Wallace and Nathaniel Swingley. July 4, 1839, the corner stone of "Rock River Seminary" was laid, the first building on what is now Mount Morris College campus. On the first Friday in November, 1840, the institution was opened, with Joseph N. Wagoner as its head.

The present "Old Sandstone" was the second building on the campus. In 1850, the Trustees decided to construct "a new seminary building forty by one hundred feet, four stories high." Later, twenty feet were added to its length. The contract for the walls was made in 1851, but lack of means retarded the work. In 1854, it was estimated that it would require six thousand dollars to complete it. Galena limestone was used, and its resemblance to sandstone accounts for the name in after years applied to the structure.

In 1878-9, the growing educational sentiment among the Brethren led to their acquisition of Rock River Seminary. Among those who strongly favored the movement were M. S. Newcomer, John H. Moore, M. M. Eshelman, Samuel C. Price, John Price, Daniel Wingert and D. L. Miller. M. S. Newcomer took the initiative and negotiated the purchase, having associated with him J. W. Stein, of Missouri, who was to become President of the institution.

The money was raised by the Brethren and their friends who were interested in the school project. Following this, D. L. Miller purchased a third interest in the enterprise and became a member of the Board of Trustees, and was elected Secretary and Business Manager of the institution. A sum of seven thou-

sand dollars was spent immediately, in improving the buildings.

In 1883, J. G. Royer first became associated with "Old Sandstone," and the following year was elected President, which position he occupied for twenty years. In 1904, upon his resignation, J. E. Miller was elected President of "Mount Morris College," and with him in its management were Professors D. D. Culler, M. W. Emmert, George W. Furrey and N. J. Miller. Gradually, as the College grew, various buildings were added (see description of buildings).

On January 15, 1912, "Old Sandstone" building burned, but the walls remained standing and were utilized in a new "Sandstone."

In 1915, J. E. Miller resigned and John S. Noffsinger was elected President. President Noffsinger served for three years when Levi S. Shively was elected his successor.

GOVERNMENT AND AIM.

Mount Morris College is controlled by six State Districts of the Church of the Brethren, from which are chosen the Trustees.

The College aims not only to prepare students for life, but also to give them during their college days a sample of life. Unless education inspires to right living, it is a failure. The best education has a proper regard for the physical, moral and religious, as well as for the intellectual welfare of the student body. Though under the control of the Church of the Brethren and conducted in harmony with its principles, the College offers a thoroughly practical education to all worthy aspiring students without regard to creed or sect.

CAMPUS.

The College campus includes about seven acres in the central part of town. It is shaded by tall maples with here and there clumps of evergreens. It includes flower beds, croquet grounds, and tennis courts, the number of which is now being enlarged. A complete landscape gardening of the entire campus has been arranged for and will be carried out this (1920) spring. This will make our already beautiful campus one of the most beautiful spots in Northern Illinois.

BUILDINGS.

College Hall.

This was built in 1890. It is a three-story brick building, seventy-two by one hundred twenty feet. On the first floor are the new chapel, five recitation rooms and two cloakrooms. On the second floor are the offices of the President and the Business Manager, the bookstore, recitation rooms, and the business school. The third floor contains two recitation rooms and the Society Halls.

"Sandstone."

Built 1852-55, "Old Sandstone" was partially destroyed by fire, January 15, 1912. It was rebuilt as a Library and Science Hall in 1912-13. Here are located the laboratories for Physics, Biology, Chemistry, Agriculture and Domestic Science. These laboratories are large, thoroughly equipped and especially adapted to the needs of the several subjects. On the fourth floor are a hall for the Oriental Society and rooms for social events.

Ladies' Hall.

In 1893, this replaced the original "Old Sandstone," which had stood since 1839. It is a three-story brick structure above a stone basement, thirty by eighty feet. In the basement are the kitchen and the large, well-lighted, cheerful dining room. With the exception of the parlor and matron's room on the first floor, the building is given over to dormitories for the girls. It is furnished with city water, toilets and bathrooms.

Men's Dormitory.

This was constructed in 1912-13. It is a thoroughly modern building of brick with white stone entrance and trimmings, five stories high, including the attic which is used for sleeping purposes. Only single beds are used. There are toilets with showers on every floor.

Auditorium-Gymnasium.

In 1908, the Auditorium-Gymnasium was erected. It is a brick building, sixty by eighty feet, with basement, main floor and gallery, with a seating capacity of one thousand. It contains an

office, five music rooms, and a large, well equipped gymnasium. In the basement are shower baths, lockers, and the workshop of the Manual Training Department.

Central Heating Plant.

This was installed in 1912. Three large boilers furnish steam which is carried to the six College buildings by the vacuum system. The plant is located across the street from the campus.

Greenhouse.

This was built during the school year 1919-20. It is used for laboratory work in the Department of Agriculture. Here experiments can be carried on under ideal conditions of heat and light as well as the other factors that are essential to plant growth.

Athletic Field.

This was purchased during the summer of 1919, and was made ready for football the same year. It is one of the most desirable sites near the college for out of door sports.

The field consists of more than four acres of well drained land. Provision is here made for football, baseball and track. Tennis is amply provided for on the campus.

College Farm.

A splendid farm has recently been purchased and is now a part of the regular college equipment. This farm consists of one hundred and forty-two acres of the finest land in this part of Illinois and is located at the edge of town. It is well equipped for general farm work. It will be used as a demonstration farm by the Department of Agriculture.

BOOKSTORE.

On the second floor of College Hall is a bookstore, where texts and other books may be purchased at regular rates. Books not on hand may be ordered and usually are shipped from Chicago in the course of one or two days. Stationery and other student supplies may also be purchased at reasonable rates.

THE LIBRARY.

The library is located in "Old Sandstone." The reading room is well lighted. The lower floor is a general reading room, and contains encyclopedias, dictionaries, and a rack of current magazines and journals. The upper reading room is set aside for the use of upper-classmen and has a shelf of reserved books in use for collateral reading in connection with courses being given.

Catalogued in the general library are about nine thousand, five hundred (9,500) volumes. There are also between four and five thousand volumes, donated by Congressman Hitt, which as yet, are not catalogued. In addition to these there are about three hundred (300) bound volumes of magazines, two thousand, five hundred (2,500) agricultural bulletins, and three thousand (3,000) public reports and documents, the last largely documents of the federal government, such as annual volumes of the Congressional Record. The system of cataloguing is based on the "Dewey Decimal Classification and Relative Index."

In addition to the regularly catalogued list of books, there is the **Cassel Library,** numbered and listed separately. This was the gift of a member of the early Brethren Church, Abram Cassel, of Harleysville, Pennsylvania. It is one of the most interesting sections of the College Library, containing many antiques among books published in the sixteenth, seventeenth and early eighteenth centuries. It includes a number of valuable Bibles. This collection of books comprises about twenty thousand (20,000) volumes and about twenty thousand (20,000) tracts, pamphlets, journals, magazines, and newspapers.

Bishop D. L. Miller recently donated his entire library, consisting of about four thousand five hundred (4,500) volumes, to the College Library. Bishop Miller has been a loyal supporter of the College for many years and the liberal donation at this time will prove of immense value. The books cover a wide range of material, containing valuable information along literary, scientific, religious and educational lines.

The final total for the College library is now about thirty-four thousand volumes (34,000), in addition to twenty thousand (20,000) pamphlets and tracts.

The library is open from 7:30 A. M. to 7:00 P. M. each school day and from 1:30 to 4:00 on Saturdays.

MUSEUM.

The museum, in connection with the library, is a source of interest as well as information. In addition to the many curios gotten partly by purchase and partly by gift in past years, there has recently been added, through the generosity of Bishop D. L. Miller, the collection secured by him on his various travels in nearly all parts of the world. By this donation Bishop Miller has presented to the college a priceless and most appreciated gift.

Additional gifts will be gladly received from those who have specimens of more than ordinary interest.

ENDOWMENT.

During the summer of 1917 an intensive endowment campaign was launched covering our entire school territory. As a result the available amount of cash endowment was raised to $213,000. This sum has been dedicated as "The J. G. Royer Memorial Endowment," in memory of Bishop J. G. Royer, who was President of the college from 1884 to 1904.

By means of endowments many worthy young people are enabled to secure an education and the College is able to secure better teachers. At the present rate of development the College will soon need an endowment of at least $500,000.

LEGAL FORM OF BEQUEST.

Those who desire to remember the work here, in making their wills, may find helpful the following form of bequest, to be inserted in addition to other clauses;

"I hereby give, devise and bequeath unto Mount Morris College, of Mount Morris, Illinois, a corporation organized and existing under the laws of the State of Illinois, the sum of.....dollars, to be paid out of any real or personal estate owned by me at my decease."

LEGAL FORM OF FOUNDING A SCHOLARSHIP.

"For the purpose of founding a scholarship, I hereby give to Mount Morris College of Mount Morris, Illinois, the sum of .....dollars, to be held in trust, the income to be applied annually toward assisting some worthy young man or woman in preparation for the Ministry of the Gospel or Missionary work."

THE ANNUITY PLAN.

Many people wish to devote a portion of their property to active Christian work, but where their income is limited they are unable to give as much as they would like during their lifetime.

To meet this situation and enable Christians to apply their money to the training of young men and women for Christian service and at the same time provide a suitable income for themselves during life, the College receives the donor's money in any amount, small or large, and issues a bond, whereby it agrees to pay an annuity during the donor's life, based upon age. These bonds are amply secured by the assets of the College. Its present plant, including real estate, buildings, furniture and fixtures, is valued at more than one half million dollars.

THE ADVANTAGES OF AN ANNUITY.

1. The donor has the satisfaction of seeing his money applied in a way of his own choice.
2. The cost of the administration of his estate is avoided.
3. The possible contest of a will, or other litigation, is avoided.
4. The annuity is paid promptly.
5. The security is perfectly safe.
6. The money is doing good continually.

For further particulars address the President, Mount Morris College, and he will be glad to explain further.

SCHOLARSHIPS AND PRIZES.

The assignment of scholarships is in charge of a committee appointed by the Board of Trustees. Those applying should make application through the President.

Missionary Scholarships.

These scholarships are for those preparing for the mission field, either home or foreign.

The Rosenberger Scholarship was endowed by Elder I. J. Rosenberger and Mary Rosenberger of Covington, Ohio. It provides every year one year's tuition and is awarded by Elder I. J. Rosenberger during his life.

The Early Scholarship was endowed by Mr. and Mrs. Noah Early, of South Bend, Ind. It pays the holder the income on $700 and has been available since 1902.

The Flory Scholarship was endowed by Mr. and Mrs. A. M. Flory, of Mount Morris, in memory of their son, Henry D. Flory. It pays the holder $25 a year; available since 1902.

The Delp Scholarship was established in 1907, by Peter Delp, of Liscomb, Iowa. It pays for the education of some student who is preparing to do mission work among the negroes of the South, the income on $1,000.

The Messer Scholarship is given by A. G. Messer and his wife, Ada Hoffa Messer. This is given each year for the education of a minister for the home or foreign field. It pays to the holder $150. The donors of this scholarship give each year an equal amount to the Seminary.

The Christian Workers' Scholarship is supported by the Christian Workers' Societies of Mount Morris, Pine Creek, Polo and West Branch. It pays not less than $100 to the holder and was first available in 1913.

NOTE:—Those receiving any one of the above scholarships pledge themselves to active mission work either on the home or foreign field. Those failing to enter active mission work within a period of two years after leaving school, shall refund to the college all amounts received together with interest at the rate of five per cent.

College Scholarships.

The following scholarships are offered by the Trustees of the College:

An Honor Scholarship is given to the student passing the best final examination each year under each County Superintendent in the state of Illinois; these scholarships pay one-half tuition in Academy, or in School of Agriculture or of Business.

An Honor Scholarship will be awarded to the honor graduate of any accredited high school in the state of Illinois. These scholarships pay one-half tuition during freshman year in the College.

Ministerial Scholarships will be awarded upon application to all ministers of the Gospel in attendance. These scholarships pay at least one-half tuition during the entire period of residence. Those receiving them are required to pledge themselves to the

active Christian ministry, and in the event that they fail to enter the active ministry within two years after leaving school the amounts received shall be refunded to the college together with interest at the rate of five per cent.

The Lowden Prizes.

Through the kindness of Hon. Frank O. Lowden, one hundred dollars is offered in prizes each year as follows:

1. Class Prize. For year students in classes in Agriculture who hold first and second rank.

First prize, twenty-five dollars.

Second prize, fifteen dollars.

Third prize, ten dollars.

2. Essay Prize. Open to all students. For best essays on agricultural subjects:

First prize, twenty dollars.

Second prize, fifteen dollars.

Third prize, ten dollars.

Fourth prize, five dollars.

Mrs. Lowden very kindly contributes one hundred dollars each year to be divided equally between the Domestic Science and the Art departments. This money is awarded in prizes of various amounts to the most deserving students in these departments.

Part II.

THE COLLEGE

PART II. THE COLLEGE

FACULTY.

Levi S. Shively, A. M., Ph. D., President and Professor of Mathematics and Physics.

A. J. Brumbaugh, A. M., Dean of the College and Professor of Education.

M. M. Sherrick, A. M., Litt. D., L. H. D., Registrar and Professor of Philosophy.

M. W. Emmert, A. B., D. D., Professor of Biblical Literature.

John B. White, A. M., Professor of History.

Robert C. Clark, A. B., B. S., Dean of the department of Agriculture and Professor of Agriculture.

L. H. Brumbaugh, A. M., B. D., Professor of Biblical Languages.

W. B. Stover, A. B., D. D., Professor of Missions.

Charlotte J. Cipriani, Docteur de l'Université de Paris (Lettres), Professor of Modern Languages.

J. Russell Winslow, A. B., Professor of Chemistry.

D. Frank Adams, A. B., B. S., Professor of Agriculture.

Frances K. Gould, A. M., Professor of English.

Elizabeth Krafka, A. M., Professor of Biology.

Margaret M. Peale, A. B., Professor of Domestic Science.

Ralph Landes, Assistant in Chemistry.

Robert Blough, Assistant in Chemistry.

Vernon Hohenadel, Assistant in Agriculture.

ENTRANCE REQUIREMENTS.

An applicant for admission to the College must offer credit for fifteen units of high school or other secondary school work, so chosen as to include:

I. Subjects prescribed (see List A below).

II. Enough electives to make up the required total of fifteen units. A unit is the amount of work represented by the pursuit of one preparatory subject, with the equivalent of five forty-minute recitations or four fifty-minute recitations a week, through thirty-six weeks; or, in other words, the work of 180 recitation periods of forty minutes each, or the equivalent in laboratory or other practice.

Of the fifteen units required, the following six units, constituting List A, are prescribed for admission to the freshman class and for these, no substitutes are accepted.

List A. Prescribed Units.

	Units.
English (Composition and Literature)	3
Algebra	1
Plane Geometry	1
Physics, or Chemistry, or Botany, or Zoology, with laboratory work	1
Total	6

The remainder of the required fifteen units must be taken from the subjects in Lists B and C below. Not more than three units from List C may be offered. No subject is accepted for an amount less than the minimum, nor greater than the maximum, mentioned in the lists.

It is strongly advised that students offer at least two units in a foreign language. In case a student does not offer foreign language for entrance, the requirement for graduation from college in language will be correspondingly greater. (See page 36.)

List B. Electives.

		Units.
Astronomy	18 weeks	½
Botany	18 or 36 weeks	½ or 1
Chemistry	36 weeks	1

Civics	18 or 36 weeks	½ or	1
Commercial Geography	18 or 36 weeks	½ or	1
Economics and Economic History	18 or 36 weeks	½ or	1
English (4th unit)	36 weeks		1
French	36 to 144 weeks	1 to	4
Geology	18 or 36 weeks	½ or	1
Geometry, Solid and Spherical	18 weeks		½
German	36 to 144 weeks	1 to	4
Greek	36 to 108 weeks	1 to	3
History	36 to 144 weeks	1 to	4
Latin	36 to 144 weeks	1 to	4
Physics	36 weeks		1
Physical Geography	18 or 36 weeks	½ or	1
Physiology	18 or 36 weeks	½ or	1
Spanish	36 to 144 weeks	1 to	4
Trigonometry	18 weeks		½
Zoology	18 or 36 weeks	½ or	1

List C.[1] Limited Electives.

Agriculture	36 to 108 weeks	1 to	3
Bookkeeping	36 weeks		1
Business Law	18 weeks		½
Commercial Arithmetic (taken after Algebra and Plane Geometry)	18 weeks		½
Domestic Science	36 to 72 weeks	1 to	2
Drawing	18 or 36 weeks	½ or	1
Manual Training[2]	36 to 72 weeks	1 to	2
Shorthand and Typewriting	36 to 72 weeks	1 to	2

(Shorthand and typewriting must be offered together; no credit is given for either one offered separately.)

[1]The subjects in List C must be taught in accordance with specifications which are set forth in the High School Manual of the University of Illinois.

[2]In giving credit for manual training, the College specifies that the work is to be done by competent teachers, and that credit shall not exceed one unit for 360 forty-minute periods of work, including the necessary drawing and shop work.

Summary.

The requirements listed above may be summarized as follows:

	Units.
I. List A (prescribed)	6
II. Lists B and C (not more than three units from List C)	9
Total	15

Methods of Admission.

The credits required for admission to the College as detailed above may be secured:

(a) By examination.
(b) By certificate from an accredited high school or other secondary school.
(c) By transfer from another university or college of recognized standing.

I. Admission by Examination.—The College entrance examinations are given at the College in Mount Morris, in September, immediately before the opening of the fall semester. Special entrance examinations at other times may be arranged.

These examinations cover all the subjects required or accepted for admission, as outlined in the "Description of Subjects Accepted for Admission" on pages below.

II. Admission by Certificate from an Accredited Preparatory School.—Blank certificates for students wishing to enter the College by certificate from an accredited high school or academy may be had of the Registrar. They should be obtained early and should be filled out and sent in to the Registrar for approval as soon as possible after the close of the high school year in June.

Entrance credits will be accepted on certificate from the following sources:

1. From schools accredited by the North Central Association of Colleges and Secondary Schools.
2. From schools accredited to the state universities which are included in the membership of the North Central Association of Colleges and Secondary Schools.
3. From the state normal schools of Illinois and other state normal schools having equal requirements for graduation.

III. Admission by Transfer of Entrance Credits from Other Colleges or Universities.—A person who has been admitted to another college or university of recognized standing will be admitted to this College upon presenting a certificate of honorable dismissal from the institution from which he comes and an official statement of the subjects upon which he was admitted to such institution, provided it appears that the subjects are those required here for admission by examination or real equivalents.

No substitutes will be accepted for the subjects prescribed as indicated above.

For admission to advanced standing by transfer of college credits, see below.

Students intending to transfer to Mount Morris College should send an official statement of their college credits, accompanied by a summary of their preparatory work and by a letter of honorable dismissal, to the Registrar as early in the summer as possible.

Conditional Admission.

A student may be admitted as a conditioned freshman if he offers fourteen of the necessary fifteen units required for unconditional admission, provided, also, that during his freshman year he carries the extra fifteenth unit in the Academy.

Admission as Special Students.

Persons may be admitted as special students, provided they secure the recommendation of the professor whose work they wish to take. They must give evidence that they possess the requisite information and ability to pursue profitably, as special students, their chosen subjects.

Admission to Advanced Standing.

After matriculation, an applicant may secure advanced standing, either by examination or by transfer of credits.

I. By examination.—Advanced standing is granted only by examination unless the applicant is from an approved school.

II. By transfer of credits.—Credits may be accepted for advanced standing from another university or college of recognized standing, from a state normal school, or in limited amount from an approved high school having a course exceeding four years in length. An applicant for advanced standing by transfer must present a certified record of work done in the institution from which he comes, accompanied (except in cases of transfer from high schools) by a letter of honorable dismissal. Students intending to transfer to Mount Morris College should send their credentials to the Registrar as early in the summer as possible.

Description of Subjects Accepted for Admission.

The amount of work in each of the foregoing subjects which

corresponds to the minimum number of credits assigned is shown by the description of subjects below:

Agriculture: Courses in agriculture should be arranged for periods of not less than thirty-six weeks. Such a course may be accepted for one unit of entrance credit, and two such courses may be accepted for two units, provided the work covered by each course is so closely related in its parts as to constitute one of the generally accepted divisions now recognized in agricultural work. At least one-half the time should be devoted to laboratory work, and notebooks should be presented.

Algebra: Fundamental operations, factoring, fractions simple equations, involution, evolution, radicals, quadratic equations and equations reducible to the quadratic form, surds, theory of exponents, and the analysis and solution of problems involving these.

Astronomy: In addition to a knowledge of the descriptive matter in a good textbook, there must be some practical familiarity with the geography of the heavens with the various celestial motions, and with the positions of the conspicuous naked-eye heavenly bodies.

Bookkeeping: The unit of work in bookkeeping for College entrance should consist of a working knowledge of both single and double entry bookkeeping for the usual lines of business. The student should be able to change his books from single to double entry and from individual to proprietorship. At least one set of transactions should be kept by single entry and at least two sets of double entry, in which the uses of the ordinary bookkeeping books and commercial papers would be involved. The student should be drilled in the making of profit and loss statements and of balance sheets and should be able to explain the meanings of the items involved in both kinds of instruments. The work should be done under the immediate supervision of a teacher, and the student should devote at least ten periods of not less than forty minutes' full time in class each week for one academic year.

Botany: A familiar acquaintance with the general structure of plants, and of the principal organs, and their functions, derived to a considerable extent from a study of the objects, is

required; also a general knowledge of the main groups of plants; and the ability to classify and name the more common species. Laboratory notebooks and herbarium collections should be presented.

Business Law: The amount of business law which is accepted is indicated by the ground covered in any of the ordinary textbooks on the subject, such as Spencer's Elements of Commercial Law, Burdick's Business Law, and White's Elements of Commercial Law.

Chemistry: The instruction must include both textbook and laboratory work. The work should be so arranged that at least one-half of the time shall be given to the laboratory. The course as it is given in the best high schools in one year will satisfy the requirements of the College for the one unit for admission. The laboratory notes, bearing the teacher's indorsement, must be presented as evidence of the actual laboratory work accomplished. Candidates for admission may be required to demonstrate their ability by laboratory tests.

Civics: Such an amount of study of the American government, its history and interpretation, as is indicated by any of the usual high school textbooks on civil government, is regarded as sufficient for one term. The work may advantageously be combined with the elements of political economy.

Commercial Geography: The amount and character of the work accepted in this subject are indicated by the scope of such books as Redway's Commercial Geography, Adam's smaller book on the same subject, the textbooks of Brigham, or Robinson, or Trotter's work.

Domestic Science: (a) An equivalent of 180 hours of prepared work, with at least two recitation periods a week in foods. (b) An equivalent of 180 hours of prepared work with at least one recitation period a week in clothing. (c) An equivalent of 180 hours of prepared work with at least two recitation periods a week on the home. (Two periods of laboratory work are considered equivalent to one period of prepared work). Of the foregoing, (a) will be accepted as a unit's work, or two half units taken from (a) and (b), or (a) and (c), or (b) and (c) will be accepted as a unit's work. The work is to be done by trained teachers with individual equipment, as determined by inspection.

Drawing: Freehand or mechanical drawing, or both. Drawing-books or plates must be submitted. The number of credits allowed depends on the quanitity and quality of the work submitted.

Economics: The principles of economics, with economic history, as given in any good elementary textbook.

English Composition and Rhetoric: Correct spelling, capitalization, punctuation, paragraphing, idiom and definition; the elements of rhetoric. The candidate will be required to write two paragraphs of about one hundred and fifty words each to test his ability to use the English language. This work counts for one unit.

English Literature: (a) Each candidate is expected to have read certain assigned literary masterpieces, and will be subjected to such an examination as will determine whether or not he has done so. With a view to a large freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten units are to be selected, two from each group. Each unit is here set off by semicolons.

1. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings and Daniel, together with the Books of Ruth and Esther; the Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; the Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVII; Virgil's Æneid.

The Iliad, the Odyssey, and the Æneid should be read in English translations of recognized literary excellence.

For any unit of this group, a unit from any other group may be substituted.

2. Shakespeare's Merchant of Venice; Midsummer Night's Dream; As You Like It; Twelfth Night; Henry the Fifth; Julius Cæsar.

3. Defoe's Robinson Crusoe, Part I; Goldsmith's Vicar of Wakefield; Scott's Ivanhoe or Quentin Durward; Hawthorne's House of Seven Gables; Dicken's David Copperfield or Tale of Two Cities; Thackeray's Henry Esmond; Mrs. Gaskell's Cranford; George Eliot's Silas Marner; Stevenson's Treasure Island.

4. Bunyan's Pilgrim's Progress, Part I; the Sir Roger de Coverley Papers in the Spectator; Franklin's Autobiography (con-

densed); Irving's Sketch Books; Macaulay's Essays on Lord Clive and Warren Hastings; Thackeray's English Humorists; selections from Lincoln, including the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and the Letter to Horace Greeley, with a brief memoir or estimate; Parkman's Oregon Trail; either Thoreau's Walden or selections from Huxley's Lay Sermons; Stevenson's Inland Voyage and Travels with a Donkey.

5. Palgrave's Golden Treasury (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, Burns; Gray's Elegy in a Country Churchyard and Goldsmith's Deserted Village; Coleridge's Ancient Mariner and Lowell's Vision of Sir Launfal; Scott's Lady of the Lake; Byron's Childe Harold, Canto IV, and Prisoner of Chillon; Palgrave's Golden Treasury (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley; Poe's Raven, Longfellow's Courtship of Miles Standish, Whittier's Snow Bound; Macaulay's Lays of Ancient Rome, and Arnold's Sohrab and Rustum; Tennyson's Gareth and Lynette, Lancelot and Elaine, The Passing of Arthur; Browning's Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Hervé Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City.

(b) In addition to the foregoing, the candidate will be required to present a careful, systematic study, with supplementary reading, of the history of either English or American literature.

(c) The candidate will be examined on the form and substance of certain books in addition to those named under (a). For the coming year, the books will be selected from the list below. The examination will be of such a character as to require a minute study of each of the works named in order to pass it successfully. The list is:

Shakespeare's Macbeth; Milton's Comus, L'Allegro, and Il Penseroso; Burke's Speech on Conciliation with America, or Washington's Farewell Address and Webster's First Bunker Hill Oration; Macaulay's Life of Johnson, or Carlyle's Essay on Burns.

The work outlined in (a), (b), and (c) counts for two units.

(d) The three units in English composition, rhetoric, and liter-

ature, as described above, are required for all students. A fourth unit may be obtained for one full year's additional work in the study of English and American authors.

French: First Year's Work—Elementary grammar, with the more common irregular verbs. Careful training in pronunciation. About 100 pages of easy prose should be read.

Second Year's Work—Advanced grammar, with all the irregular verbs. Elementary composition, and conversation. About 300 pages of modern French should be read.

Third Year's Work—Intermediate composition, and conversation. About 500 pages of standard authors should be read, including a few classics.

Fourth Year's Work—Advanced composition, and conversation. Standard modern and classical authors should be read and studied to the extent of 700 pages.

Geology: The student must show familiarity with the principles of dynamic and structural geology, and some acquaintance with the facts of historical geology as presented in Scott's Introduction to Geology, Brigham's Textbook of Geology, or an equivalent, together with at least an equal amount of time spent in laboratory and field work. The laboratory work should follow one or more of the lines indicated below, and notebooks should be presented, showing the character and amount of work done. (a) Studies of natural phenomena occurring in the neighborhood, which illustrate the principles of dynamic geology. Each study should include a careful drawing of the object and a written description of the way in which it was produced. (b) Studies of well-marked types of crystalline, metamorphic, and sedimentary rocks, which will enable the student to recognize each type and state clearly the conditions under which it was formed. (c) Studies of minerals of economic value, including the characteristics of each, its origin, and the uses to which it is put. (d) Studies of the types of soil occurring in the neighborhood, including the origin of each and the cause of differences in appearance and fertility.

Geometry: (a) Plane Geometry. Special emphasis is placed on the ability to use propositions in the solution of original numerical exercises and of supplementary theorems.

(b) Solid and Spherical Geometry. Applications to the solution of original exercises are emphasized.

German: It is recommended that pupils be trained to understand spoken German and to reproduce freely in writing and orally what has been read. Whatever method of teaching is used, however, a thorough knowledge of grammar is expected. No attempt is made in what follows to give more than a general outline for the work of successive years, but the German department welcomes inquiries from teachers who wish further suggestions in the planning of courses.

First Year's Work—At the end of the year, pupils should be able to read intelligently and with accurate pronunciation simple German prose, to translate it into idiomatic English, and to answer in German many easy questions on the passage read. A few short poems may well be memorized. Elementary grammar should be mastered up to the subjunctive as arranged in most books for beginners. Easy prose composition rather than the writing of forms will be the test of this grammatical work in entrance examinations given by the college.

Second Year's Work—Only modern writers should be read, preference being given to material which has a distinctly German atmosphere and which lends itself readily to conversational treatment in the classroom. The regular recitations should afford constant oral and written drill on the elementary grammar of the previous year. In addition, the beginner's book should be completed, but more importance is attached to accuracy and facility in simple modes of expression than to a theoretical knowledge of advanced syntax.

Third Year's Work—Most of the time should still be devoted to good modern prose. There should be some work in advance prose composition based on German models—and the daily recitations should continue to afford abundant oral practice. Pupils ought by this time to understand spoken German fairly well.

Fourth Year's Work—At the end of this year, a pupil should be able to read at sight any prose or verse of moderate difficulty. He should also be able to express himself orally or in writing with considerable readiness and a high degree of accuracy. It is recommended that work in composition take the form of free reproduction of portions of the texts studied rather than translation of English selections. The reading should be divided about equally between modern and classical authors.

Greek: First Year's Work—The exercises in any of the

beginning books, and one of the Anabasis or its equivalent.

Second Year's Work—Two additional books of the Anabasis and three of Homer, or their equivalents, together with an amount of Greek prose composition equal to one exercise a week for one year.

Third Year's Work—Three additional books of the Iliad, three of the Odyssey, and Books VI, VII, VIII of Herodotus, or an equivalent from other authors.

History: One, two, or three units may be presented, to be chosen from the following list:

Ancient history to 800 A. D., one unit.

Medieval and modern history, one unit.

English history, one-half or one unit.

American history, one-half or one unit.

Each unit is intended to cover one full year of high school work.

Latin: First Year's Work—Such knowledge of inflections and syntax as is given in any good preparatory Latin book, together with the ability to read simple fables and stories.

Second Year's Work—Four books of Cæsar's Gallic War, or its equivalent in Latin of equal difficulty; the ability to write simple Latin based on the text.

Third Year's Work—Six orations of Cicero; the ability to write simple Latin based on the text; the simpler historical references and the fundamental facts of Latin syntax.

Fourth Year's Work—Six books of Virgil, with history and mythology; the scansion of hexameter verse.

Manual Training: The requirement for one unit is the equivalent of 360 forty-minute periods in manual training following the syllabus prepared by the manual training section of the High School Conference.

Physics: One year's high school work, covering the elements of physical science as presented in the best of the current high school textbooks of physics. Laboratory practice in elementary quantitative experiments should accompany the textbook work. The candidate's laboratory notebook will be considered as part of the examination.

Physical Geography: The amount and character of the work required may be seen by referring to the texts of Gilbert and Brigham, or Davis; the recitations must be supplemented

by at least an equal amount of time devoted to laboratory work. The laboratory exercises should follow one or more lines such as are indicated below. Each student should present a notebook showing what he has done.

(a) Studies in mathematical geography, in which map and scale only are used. These should embrace such topics as length of a degree in longitude in various latitudes; length and breadth of continents, etc., in degrees and miles; relative latitudes of places; distances between cities, etc., in degrees and miles; difference in length of parallels and meridians; problems in time; location of time belts, etc.

(b) Studies of local topographic features which illustrate the various phases of stream work. Each study should include a drawing or topographic map of the object, and a full clear description of the way in which it was formed.

(c) Studies of glacial deposits as shown in terminal and ground moraines, kames, eskers, etc.; distribution of dark and light colored soils; occurrences of lakes, ponds, gravel beds, clay banks, and water-bearing strips of sand and gravel.

(d) Studies of stream work as shown in the topographical sheets which may be obtained from the United States Geological Survey at a nominal cost.

(e) Studies of the form, size, direction and rate of movement of high and low barometer areas, and the relation of these to direction of wind, character of cloud, distribution of heat, and amount of moisture in the air, as shown in the daily weather maps. Later these studies should lead to the making of weather maps from the data furnished by the daily papers, and to local prediction of weather changes based on the student's own observation.

(f) Studies of the climate of various countries compared with our own, the necessary data being derived from such topographic, rainfall, wind, current, and temperature maps as are found in Sydown-Wagner's or Longman's atlas.

Physiology: For one-half unit: The anatomy, histology, and physiology of the human body and the essentials of hygiene, taught with the aid of charts and models to the extent shown in Martin's Human Body (Briefer Course). For more than one-half unit, the course must include practical laboratory work.

Spanish: First Year's Work—Elementary grammar including thorough drill in the irregular verbs; careful training in pronunciation, and translation of simple Spanish when spoken; reading of about 100 pages of easy prose; simple composition and dictation.

Second Year's Work—In addition to the foregoing, about 300 pages of modern prose; elementary syntax, dictation, composition and translation of spoken Spanish continued.

Trigonometry: The work should cover the field of plane trigonometry, as given in standard textbooks, including the solution of right and oblique triangles. Special emphasis is placed upon the solution of practical problems, trigonometric identities, and trigonometric equations.

Zoology: The instruction must include laboratory work equivalent to four periods a week for a half-year, besides the time required for textbook and recitation work. Note books and drawings must be presented to show the character of work done and the types of animals studied. The drawings are to be made from the objects themselves, not copied from illustrations, and the notes are to be a record of the student's own observations of the animals examined. The amount of equipment and the character of the surroundings must, of course, determine the nature of the work done and the kind of animals studied but in any case the student should have at least a fairly accurate knowledge of the external anatomy of each of eight or ten animals distributed among several of the larger divisions of the animal kingdom, and should know something of their life histories and of their more obvious adaptations to environment. It is recommended that special attention be given to animals. The names of the largest divisions of the animal kingdom, with their most important distinguishing characters, and with illustrative examples selected, when practicable, from familiar forms, ought to be known.

Commercial Arithmetic: The amount of work to be covered is represented by that found in any of the ordinary first-class texts on the subject, such as Finney's, Bookman's, Rowe's "New Essentials," Thurston's and Baker's. Instruction should constantly attempt to emphasize the relation of Arithmetic to business customs and procedures.

Shorthand and Typewriting: These subjects must be taken together; no credit is given for either one by itself. For one unit, the time requirement is two periods daily of not less than forty minutes each for one year of thirty-six weeks, and the standard of attainment is 75 words a minute in taking dictation and twenty-five words a minute in the transcription on the machine of such dictation. For two units, the time requirement is two periods daily of not less than forty minutes each for two years of thirty-six weeks, and the standard of attainment is 100 words a minute in taking dictation and 35 words a minute in transcribing on the machine of such dictation. Accuracy in spelling, punctuation, capitalization, and paragraphing should be emphasized; and attention should be given to the care of the machine, methods of copying, manifolding, etc.

REQUIREMENTS FOR GRADUATION FROM THE COLLEGE WITH A. B. DEGREE.

The credit system employed in the College is the semester-hour system. That is, one hour's work per week for one semester (a half-year of eighteen weeks) counts one semester hour. All calculation is made on this basis. Each class period consists of one hour and presupposes two hours' preparation by the student, or the equivalent in the laboratory. Laboratory hours count one-half; thus two hours in laboratory count one hour in credit. One hundred twenty-eight (128) hours are required for graduation. During the freshman year each student takes in addition to other regular class work, two hours per week physical training, unless excused for good reason.

Sixteen semester hours per half year is considered normal work and students ordinarily are expected to limit themselves to this amount. A student enrolling for the first time is definitely limited to the above maximum.

Any student desiring more than 16 hours must have done "A" work in all subjects in the last preceding semester in which the student was enrolled. And the continuance of extra work is conditioned on the same grade in all subjects.

To classify as Freshman a student must be securing by the end of the year thirty-two semester hours. As Sophomore, sixty-four semester hours; as Junior, ninety-six and as Senior one hundred twenty-eight. These credits will include the required work as outlined in the catalog except where substitution is permitted by the faculty.

College Credit in Music (History, Harmony, Counterpoint) is limited to eight hours.

A fifth study may be in a few exceptional cases made up outside of regular class work in the event the student is entitled to such privilege. The conditions under which such work may be done are to be determined by the President and the Instructor in whose department the credit is sought.

All examinations not regularly provided for in the catalog shall be considered special for which a fee must be paid.

System of Grading.

The following system of grading is used throughout the entire institution:

A+	95–100%
A	90– 94%
B+	85– 89%
B	80– 84%
C+	75– 79%
C	70– 74%
D	Conditioned
F	Failure

Requirements by Year.

The following outline gives the requirements for all College students:

Freshman:

English	8 hours
Foreign Language[1]	8 hours
Mathematics or a Laboratory Science	8 hours
Public Speaking[1]	4 hours
Bible[1]	4 hours
	32 hours

Sophomore:

History	8 hours
Psychology	4 hours
Logic	4 hours

[1]In case a student wishes to elect, during the freshman year, such courses as will enable him to obtain a teacher's certificate without examination he may elect Education 1 and 2, deferring foreign language one year. In this case, also, Public Speaking and Bible may be deferred and History be taken at this time.

A Laboratory Science	8 hours	
		24 hours
Junior:		
Philosophy	8 hours	
Education	8 hours	
		16 hours
Senior:		
Bible	8 hours	8 hours
		80 hours

Every student, upon entering the junior year of his college work, shall select a department in which he wishes to do his major work. Upon graduation he shall have done not less than twenty-four (24) semester hours in this department. Not more than forty (40) semester hours taken in any one department, shall be counted toward graduation.

Majors may be chosen in any of the following departments: Philosophy, History, Mathematics and Physics, English, Education, Modern Languages, Classical Languages, Biology, Chemistry, Agriculture, Domestic Science, Bible.

The remaining subjects may be chosen as electives with one provision, namely: each student at the time of completing the course must have had at least four years of foreign language, including the language of the preparatory school and college. That is to say, if a student offers three or more units of language for entrance, he must take eight semester hours of language in college; if two units are offered for entrance, sixteen semester hours must be elected in college; if one unit is offered for entrance, twenty-four semester hours must be elected in college; and if no language is offered for entrance, thirty-two semester hours must be elected in college. Moreover, in the total of four years of language, at least two must be in the same language.

DEPARTMENT OF AGRICULTURE. COURSE LEADING TO B. S. DEGREE.

The department offers courses for both men and women, designed for the purposes:

First, to train for the profession of farming.

Second, to prepare men and women for teaching agriculture in the high schools and colleges.

Third, to offer training which will be especially beneficial to pastors and teachers in rural work.

It is the main purpose and aim of the department to prepare young men and women for the practical affairs of farm life. The curriculums are so arranged that the fundamental courses are required and that sufficient electives are permitted to allow the student to follow his natural desires. It has been the aim of the department to arrange the courses so that on completion of the four years work the student has acquired a thorough training in the fundamental principles of the whole field of agriculture, and is prepared either to go out into actual farm life, or to continue his studies for advanced work at any of the state universities. The technical work is closely associated with the practical work, and the student is required to divide his time fairly between the class room and the practical work on the college farm and the experiment station. The department aims not only to give students a theoretical knowledge of the facts and principles, but requires that this knowledge be put into practice while in school under the guidance and direction of competent instructors.

The department offers twenty-eight courses of instruction besides opportunity to elect from the Liberal Arts course and from the Bible Department a limited number of courses. The facilities for instruction and practical work are of the very best. The department has well equipped laboratories with the most approved types of apparatus; a large greenhouse where experiments and demonstration work are carried on by the students and the department; an experiment station where many experiments will be conducted under actual field conditions; and the college farm where each student has opportunity to put into practice under the guidance of competent men the principles learned in the class room.

Special short courses will be given at various times through the winter months in special fields. Announcements of these courses will be sent out from time to time and will be especially designed to assist those who find it impossible to get away from home for long periods of time.

On completion of the four years work as outlined the college grants the degree of Bachelor of Science.

OUTLINE OF COURSES.

I. **Crop Production.**
   a. Cereal Grains.
   b. Legumes and Grasses.
   c. Plant Breeding.

II. **Soils.**
   a. Soil Physics.
   b. Soil Fertility.
   c. Soil Biology.

III. **Animal Husbandry.**
   a. Principles of Feeding.
   b. Beef Production.
   c. Swine Husbandry.

IV. **Dairy Husbandry.**
   a. Principles of Breeding.
   b. Dairy Husbandry.
   c. Dairy Products.

V. **Farm Management.**
   a. Rural Economics.
   b. Farm Organization.
   c. Rural Sociology.

VI. **Farm Engineering.**
   a. Farm Mechanics.
   b. Farm Motors.
   c. Farm Buildings.

VII. **Horticulture.**
   a. Small Fruits.
   b. Orchards.
   c. Vegetable Gardening.

VIII. **General Agricultural Subjects.**
   a. Principles of Production.
   b. Dairy Bacteriology and Sanitation.
   c. Rural Extension.
   d. Entomology.
   e. Landscape Gardening.
   f. Poultry Husbandry.
   g. Advanced Soil Fertility.

COURSES BY YEARS.

Freshman Year.

First Semester.	Second Semester
English.	English.
Cereal Grains.	Legumes and Grasses.
Chemistry.	Chemistry.
Principles of Feeding.	Principles of Breeding.

Sophomore Year.

First Semester.	Second Semester.
Chemistry.	Chemistry.
Farm Mechanics.	Soil Physics.
Beef Production.	Rural Economics.
Horticulture.	Dairy Husbandry.

Junior Year.

First Semester.	Second Semester.
Botany.	Botany.
Soil Fertility.	General Elective.
Farm Organization.	Science Elective.
Science Elective.	Agricultural Elective.

Senior Year.

Agricultural and General Electives.

Requirements for Graduation.

Required agricultural subjects.

Courses a and b in Sections I, II, III, IV and V	46 hours
Courses a in Sections VI and VII	9 hours
Required agricultural electives	15 hours
Science elective	12 hours
Chemistry	20 hours
Botany	8 hours
English	8 hours
General electives	14 hours
Total for graduation	132 hours

For description of courses in agriculture see pp. 95-96.

REQUIREMENTS FOR TEACHERS' CERTIFICATE WITHOUT EXAMINATION.

The following Table of Courses is outlined for students working toward Illinois State Teachers' Certificates, in accordance with instructions issued by the Illinois State Examining Board. Upon completion of these courses, certificate will be granted without examination, to those who are recommended for it by the President.

Table.

Entitling to Second Grade Certificate.

English ..... 8 hours
Mathematics or Natural Science ..... 8 hours
History or Social Science ..... 8 hours
Education (Educational Psychology, History of Education, School Administration or Principles and Methods of Teaching) ..... 8 hours

COLLEGE RATING.

Mount Morris College is classified by the State University of Illinois as a Standard College in class "B." All collegiate work is given substantially hour for hour credit by any State University —that is credit to a maximum of thirty semester hours per year is allowed.

AFFILIATION WITH BETHANY BIBLE SCHOOL OF CHICAGO.

Arrangements have been made between the Trustees of Mount Morris College and the Trustees of Bethany Bible School whereby the work of each institution may be credited by the other. A. B. graduates from Mount Morris College, who have elected the proper courses, will be enabled to secure the B. D. degree at Bethany in two years. On the other hand, high school graduates who have completed the full seminary course at Bethany will be enabled to secure the A. B. degree at Mount Morris College in two years, and then upon the recommendation of this institution Bethany Bible School will confer upon them the B. D. degree.

DESCRIPTION OF COURSES.

NOTE:—All courses except those which are required, are elective and will be offered only upon sufficient demand.

GREEK.

The aim of the department of Greek is twofold: first, to encourage the study of classical Greek by offering a number of courses, covering the representative authors, in Epic, Lyric, and Dramatic poetry, and in History, Philosophy, and Oratory; second, to afford opportunity for study in the Greek of the New Testament to those who wish to prepare themselves for the interpretation of the New Testament in the original language and for a more thorough study of the New Testament period. In each branch of work, the governing principle is that an accurate knowledge of language and style

is indispensable for the appreciation of literary form and correct interpretation.

The work in classical Greek will include, in addition to translation and discussion in the classroom, collateral reading in the general history of the period covered, in the history of Greek literature, and in the daily life. Weekly exercises, also, will be assigned for translation from English into Greek.

The courses in the New Testament will include translation and interpretation of the four Gospels, the greater number of the Epistles, and the book of Acts. And for those who may wish to extend their studies to a more general knowledge of Biblical language, one year's work is offered covering the Septuagint, the Papyri, and the Church Fathers. In all these courses it is the aim to bring before the student's view, as clearly as possible, the leading characteristics of the forms, syntax, and vocabulary of the Greek of the New Testament period; to show the differentiation from classical Greek on the one hand and the relationship to modern Greek on the other; and to encourage the study of the Scriptures in the original tongues parallel with the work of the classroom. Reading will be assigned in the history of the Greek world from the conquests of Alexander to the Roman conquest, and in the Graeco-Roman world to 200 A.D.

1. **Elementary:** The study of forms, syntax, and vocabulary is found in Ball's Elements of Greek. Daily practice in the translation of Greek into English, and English into Greek. Colson's Greek Reader. First semester, four hours per week.

   Completion of the textbooks named and the reading of Xenophon's Anabasis, Book I. Exercises for translation from English into Greek based upon the text read. Second semester, four hours per week.

2. **Intermediate:** Xenophon, Anabasis II-IV. Translation of the text accompanied by a thorough review of forms and a weekly exercise in translation from English into Greek. Higley's Greek Prose Composition. The historical importance of the march of the Ten Thousand will be constantly emphasized. Murray's text will be used. First semester, four hours a week.

   Xenophon, Anabasis V-VII, and Memorabilia. A rapid survey of the remaining books of the Anabasis will be made by reading selected passages. The Memorabilia will then be studied for Xenophon's account of the teachings

and personality of Socrates. Translation of English into Greek, one hour a week, with exercises based upon the text read. Second semester, four hours a week.

Note: Courses 1 and 2 are required of all those who wish to follow the work of Courses 3 and 7 or beyond.

3. **Homer and Herodotus:** Homer, six or eight books of the Iliad or Odyssey. Special attention will be paid to the Epic dialect, the Homeric quality of the dactylic hexameter, Homeric diction, and Homeric portrayal of character. Lectures on the early period of Greek history and the archaeological discoveries bearing upon the more important aspects of Homeric study. First semester, three hours a week.

Herodotus, Books VII-VIII. The leisurely style of the author, his power of description and anecdote, and the great variety of interests that constitutes the richness of his history. His method of collecting historical data and question of his authenticity. General character of antique history. The beginnings of Greek history. Second semester, three hours a week.

Prose Composition. One hour per week throughout the year.

4 **Plato, Lysias, and Lyric Poets:** Plato, one or more dialogues or the Apology and Crito. The purpose of this course is, first, to introduce the student to the method and character of the Platonic philosophy, together with some study of Plato's style of composition; second, to contrast the Platonic Socrates with the Socrates of Xenophon. A careful review of pre-Socratic philosophy will constitute a part of the course. First semester, three hours a week.

Lysias, selected speeches. Several of the more interesting speeches will be read in the light of Athenian legal procedure, an analysis made of each and compound with the plea of the modern law courts. Important rhetorical principles will be noted. History of Greek oratory. Study of antique literary portraiture with special attention to the simple style of Lysias.

Lyric Poets. Selections will be read for the study of the early poets' influence upon the philosophers and the bearing of their teachings upon Greek education. Various forms and themes of lyric poetry. Influence upon Roman literature.

Scansion of metres. Second semester, three hours a week.

Prose Composition. One hour a week throughout the year.

5. **Attic Tragedy and Comedy:** During the first part of the course, two plays of Aeschylus and of Sophocles will be read and the tragic diction of the poets compared. Parallel study of Aristotle's Poetics. Scansion of the metres. First semester, four hours a week.

During the second half of the course Euripides and Aristophanes will be read. The history of tragedy and the question of its origin. Euripides' treatment of tragic themes and his influence upon later times. Euripides and the Greek enlightenment. Aristophanes as a critic of his times. His language and style. The metre of Greek comedy. Origin of comedy. Second semester, four hours a week.

6. **Thucydides and Demosthenes:** Thucydides, Books VI-VII. In his account of the Sicilian Expedition, the literary style and historical method of Thucydides will be studied and the peculiarities of his language observed. The beginning of the "pragmatic" history. Comparison of Thucydides with Herodotus. Historical survey of the period of the Peloponnesian War. First semester, three hours per week.

Demosthenes, Philippics, Olynthiacs, and the speech On the Crown. The student will be introduced to the oratorical style of Demosthenes by reading a few of the shorter speeches. The oration On the Crown will then be taken up and analyzed with special attention to its rhetorical composition. Comparison of Demosthenes with Lysias and Socrates. General survey of the later history of Greece to the advent of Alexander. Second semester, three hours a week.

Prose Composition. One hour a week throughout the year. Exercises will be based upon the authors read.

7. **The Gospels of Mark and Luke:** Introductory course to the Greek of the New Testament. Translation of Mark and careful study of the forms, syntax, and vocabulary that characterize later Greek. Influence of Hebrew. Constant reference to the standard works on the New Testament Grammar. Prerequisite, Courses 1-2. First semester, four hours a week.

The Gospel of Luke. While the work will follow, in the main, the plan of the first semester, more special attention will be given to the literary style of the writer and his historical method. Characteristics of Luke's Greek. Comparison with Mark. Second semester, four hours a week.

8. **Acts and Epistles:** The book of Acts will be studied mainly as a literary and historical document. Analysis of its content and the historical methods employed by the author. Special attention to his power of narration and description. Parallel studies in the geography of Asia Minor. First semester, four hours a week.

   Epistles. Several of the shorter Epistles will be read entire with selections from the longer ones. Special attention to Paul. Study of the literary types represented by the Epistles and the influence of the Hellenistic period upon their form. Historical and social conditions of the Graeco-Roman world of this period. Historical study of important New Testament words. Reports and discussions based upon assigned reading. Second semester, four hours a week.

9. **The Septuagint, Papyri, and Church Fathers:** A general course intended to show the development of later Greek in its larger aspects. Selections will be read from the Septuagint for the study of the influence of translation upon the later development of Biblical language. Representative Papyri will also be read. General survey of the Greek language from Alexander to the New Testament. Some knowledge of Hebrew will be presupposed. First semester, four hours a week.

   Patristic Greek. Readings in St. Basil and Justin Martyr or selections as found in the text of Gebhardt. The influence of Greek literature upon the Fathers. Their use of the Scriptures. The style and language of Patristic Greek. Prerequisite Elementary Hebrew and Courses I-IV, or equivalent, in Greek. Second semester, four hours a week.

LATIN.

The courses in Latin as outlined below are intended to include the more important authors of prose and poetry. In addition to careful and accurate translation and interpretation in the classroom, collateral reading is required in the history of Latin literature and the history of Rome covering the period or periods with

which the classroom work is concerned. Considerable attention, also, is paid to Roman private life.

Care will be taken to show the great importance of Latin as a means of more or less direct transmission of the culture of the antique world and the great influence of Latin upon the English language and English literature.

For the purpose of fixing Latin idiom and vocabulary, weekly exercises are assigned in translation from English into Latin.

1. **Cicero, Sallust, and Livy:** Cicero, De Senectute and De Amicitia.

   These dialogues will be studied as an introduction to Cicero's philosophic works. History of the dialogue in general and study of its form as found in Cicero.

   Sallust, Catiline, or Jugurtha. The rhetorical character of the Roman tract with studies in Roman rhetoric. First semester, three hours a week.

   Livy. Books 21 and 22 with Sebetions. Study of Livy's literary style. His character as a historian. Nature of later Latin and the character of Livy's Ubertas. Second semester, three hours a week.

   Prose Composition. One hour a week throughout the year with exercises based upon the authors read.

2. **Vergil, the Elegists, and Horace:** Vergil, Bucolics and Georgics.

   Comparison of the Bucolics with Hersiod's Works and Days. Their influence upon English literature. The main characteristics of pastoral poetry with a short history of its development and influence upon later literature. Relation of Vergil to the Greek poets.

   The Elegists. Selections will be read from the love poems of Tibullus, Propertius, and Ovid. Comparison of the treatment of the theme by these three poets. Influence of the Hellenistic poets. Characteristic Roman development of the elegiac distich. History of the elegy. First semester, four hours a week.

   Horace, Odes, Epodes, and Ors Poetica. Horace's character as a lyric poet seen in his language, metrical rendering, and a choice of theme. Influence of the Greek lyric and Hellenistic poets. Scansion of the metres. Reading of the Ors Poetica as an introduction to Roman literary criticism. Second semester, four hours a week.

3. **Roman Satire, Comedy, and Tragedy:** Considerable portions of Juvenal, Horace, and Persius will be read and the style of the writers compared. Consideration of the various themes of Roman Satire. Study of popular speech as seen in the satire. History of the satire. Influence upon English literature. First semester, four hours a week.

   One or more of the plays of Plautus and Terence. Influence of later Greek comedy upon their development. Influence of Roman comedy upon English and French literature.

   For tragedy, one play of Seneca will be read and compared with the Greek original. Seneca's style, dramatic art, and philosophy. Second semester, four hours a week.

4. **Tacitus, Lucretius, and Petronius:** Tacitus, the Annals or Histories. Tacitus as a historian. His style and peculiarities of his language. Comparison with Livy and Sallust. The general character of antique history. First semester. four hours a week.

   Lucretius, DeRerum Natura. Reading of selected parts of the poem. Study of the philosophic and religious systems that were current in the early Empire. The influence of Lucretius upon later times.

   Petronius, Cena Trimalcionis. The characteristics of popular Latin. Its influence upon the development of the Roman languages. Second semester, four hours a week.

Philology.

1. **Elementary Philology:** The purpose of this course is to bring to the student's attention the interest and importance of the study of language in general, both for its own sake and for the appreciation of English. During the first semester a general survey will be made of the history and civilization of the Indo-European peoples, with some account of the more important languages of this race. Geographical distribution of the Indo-European peoples. Their early home and language. Influence of their thought, literature, and institutions upon later times.

   During the second semester, a general classification of the languages will be undertaken, and the more important principles of linguistic development stated and illustrated. History of the alphabet, of the parts of speech. The meaning of "vowel" and "consonant." Rise of the Roman languages.

Character of the English language. The various elements contributing to its growth and development. The meaning of "language" in the broadest sense.

The course will be conducted partly by lectures and class-room exercises and partly by reports based upon special assigned reading in the standard works on Philology. Open to Juniors and Seniors and others who may be considered qualified on consultation with the instructor.

BIBLE.

History.

1. **Church History.** (See Seminary, Course D2.)
2. **History of New Testament Times.** (See Seminary, Course D1.)

New Testament.

3. **The Gospels.** (See Seminary, Course A1.)
4. **New Testament Epistles.** (See Seminary, Course A3.)

Old Testament.

5. **Old Testament Prophecy.** (See Seminary, Course B3.)
6. **Old Testament Wisdom.** (See Seminary, Course B5.)
7. **Psalms.** (See Seminary, Course B2.)

Theology.

8. **Old Testament Theology.** (See Seminary, Course F1.)
9. **Systematic Theology.** (See Seminary, Course F2.)

ENGLISH.

1. A Combined Course: One period a week will be devoted to rhetoric and composition, two periods to making a general survey of English literature, and one period to the special study of representative classics. Lectures will be given upon the various periods of English literature, their chief writers, and their important characteristics. The student will be assigned references for outside reading in connection with which written reports will be required. One theme of about six hundred words will be required each week. The text-book in composition is Linn's Essentials of English Composition. In literature, the book used as a basis is Crawshaw's Making of English Literature. The special classics may be obtained in inexpensive editions. Four hours per week throughout the year. Required of all Freshmen.

2. An Elementary Course in Anglo-Saxon: The purpose of the course is to acquire a reading knowledge of Old English. The textbook used is Bright's Anglo-Saxon Reader. This contains a condensed outline of the essentials of Old English grammar,

well chosen, interesting selections for reading and translations, and a glossary. First semester, four hours per week.

3. A Reading Course in Chaucer: Chaucer is our greatest story-teller in verse. The books used are Liddell's edition of the Prologue, Knightes Tale, and Nonnes Prestes Tale, Skeat's Student's Chaucer, and Mackaye and Tattock's Modernization of the works of Chaucer. In connection with the course, some of the problems of Chaucerian criticism will be presented and discussed. Second semester, four hours per week.

4. An Introduction to Shakespeare: A careful detailed study will be made of one or two plays and about ten others considered in a more general way. Lectures on Shakespeare as a dramatic artist on the stage in his day, the chronology of his writings, and means of dating his plays, his use of sources, and other topics will be given. First semester, four hours per week.

5. Tennyson and Browning: The chief works of each poet will be read, studied and discussed. The general subject of the Bible in English Literature will also be presented. The different effective ways in which it is used by great writers, like Shakespeare, Milton, Macauley and Browning, will be briefly outlined and a more detailed consideration given to Tennyson's use of the Bible. Second semester, four hours per week.

6. The Origin and Development of the Drama: The beginnings in the mass service of the Catholic church, its development in the liturgical drama, the four cycles of Mystery Plays, Miracle Plays, Moralities, Interludes and Shakespeare's immediate predecessors will be considered. Texts used are Chamber's Mediaeval Stage, and Manly's Specimens of Pre-Shakesperian Drama. First semester, four hours per week.

7. (a) The Origin and Development of the Novel: Cross' Development of the English Novel is the textbook. Each student is required to read works from such representatives as Malory, Lyly, Sidney, Greene, Lodge, Nash, Defoe, Richardson, Fielding, Smollett, Sterne, Goldsmith, Walpole, Radcliffe, Godwin, Scott, Cooper, Hawthorne, Dickens, Thackery, Stevenson, etc. Twenty novels will be read and two reviewed. Second semester, two hours per week.

(b) The Writing of the Short Story: This is an especially interesting course. The principles of the art will be studied as presented by Esenwein. A number of stories by Poe, Hawthorne, Irving, Maupassant, James, and others will be analyzed by the stu-

dent. Written sketches will be required and at least three stories must be presented. Open to Juniors and Seniors. Second semester, two hours per week.

8. **Survey of American Literature:** The field of American literature is worthy of more attention than it usually receives. The various periods of development, their relation to history, and their representative writers will be included in this survey. A number of works from various periods will be assigned for reading and reviews. The work will be based upon a text-book, accompanied by occasional lectures. The oration will be studied from the standpoints of technique in construction, adaptation to various occasions, and manner of presentation. Webster, Washington, Lincoln, and others will be studied as models. First semester, four hours per week.

9. **Greek Drama in English Translation:** Representative plays from Aeschylus, Sophocles, and Euripedes in Tragedy and Aristophanes in comedy will be read and studied in English translations. In connection with this course, the general subject of classical quotations in English literature will be discussed. Books like Harrison's Platonism in the English poets, Gordon's Essays on Classicism in English literature, and Mustard's Classical Echoes in Tennyson will be reviewed. Second semester, four hours per week.

10. **The Old and Middle English Periods:** A survey of Anglo-Saxon and Middle English literature will be given, paying special attention to the works of Caedmon, Cynewulf, Alfred, Aelfric, Langland, Wiclif, Gower and Chaucer. The changes brought about by the Norman Conquest in 1066 will be studied and emphasized. The beginnings of the Renaissance and Reformation in England will also be considered. First semester, four hours per week.

11. (a) **The Age of Elizabeth:** The special characteristics of the period will be noted. Particular attention will be given to the non-dramatic poetry, especially the lyrics and the works of Spenser. Second semester, two hours per week.

(b) **The Essay:** Bacon's Essays will be studied and made a point of departure for the study of the essay in general. Second semester, two hours per week.

12. (a) **The Puritan Period:** The religious and political conditions of the time will be reviewed and special attention paid to Milton and Bunyan. First semester, two hours per week.

(b) **The Bible as English Literature:** Books used are Moul-

ton's Modern Reader's Bible, Moulton's Literary Study of the Bible, and Gardiner's, The Bible as English Literature. First semester, two hours per week.

13. The Age of Classicism: The characteristics of classicism will be carefully pointed out and special attention given to Dryden and Pope. Second semester, four hours per week.

14. The Romantic Movement: The reaction against classicism will be traced from its beginnings, through its different stages to its final climax and culmination in the Age of Wordsworth. Representative works will be assigned for reading and reports will be required. Special attention will be given to Goldsmith, Burns, Scott, Wordsworth, Coleridge, Byron, Shelly and Keats. First semester, four hours per week.

15. The Victorian Era: The remarkable development of the novel, the essay, and poetry will be treated and the representative writers in each field studied and characterized. The Pre-Raphaelite Movement and its relation to the rest of the period will be noted and discussed. Second semester, four hours per week.

PUBLIC SPEAKING.

1. Introductory: This course will include the study and interpretation of the classics, beginning with Lowell's Vision of Sir Launfal, and the Present Crisis. It will also include theoretical and practical study of orations and public speeches in general. In this connection, the fourth volume of the series, Psychological Development of Expression, will be studied. The body and voice as assisting agents of expression will be trained and developed to perform their proper functions. Another requirement of the course will be to present in class memorized selections for criticism and suggestions.

All material worked on by our pupils will be under the supervision of the instructor. Throughout the year, students will come before the class as if they were facing a real audience, thereby securing much practical help from the course.

GERMAN.

1. Elementary Course: (a) Grammar; easy narrative and descriptive prose with practice in speaking and writing German. (b) The modern short story by Baumbach, Von Hillern, Storm, and other writers; construction and composition. Four hours per week throughout the year.

2. German Classics: (a) Schiller's Wilhelm Tell. (b) Goethe's

Egmont or Hermann und Dorothea. (c) Lessing's Minna von Barnhelm. The life of each author is studied with reference to his position in German literature, as collateral work. Composition, one hour each week. Four hours per week throughout the year.

3. **History of German Literature:** This course is based on some standard text written in German. References are constantly made to Vogt und Koch, Scherer, and Francke. The whole field of German literature is covered in outline, but special periods and representative authors are emphasized. Four hours per week throughout the year.
4. **Lessing's Nathan der Weise:** First semester, three hours historical prose; second semester, three hours. Themes one hour per week throughout the year.
5. **Middle High German:** Inflection and syntax of the language, first semester; selections from the Niebelungenlied, Gudrun, and Walther von der Vogelweide, second semester, Paul's Mittelhochdeutsche Grammatik and Bachmann's Mittelhochdeutsches Lesebuch are the texts used. In addition, the class reads Zehme's Kulturverhältnisse des Mittelalters for the historic background. Four hours per week throughout the year.

FRENCH.

1. **Elementary Course:** Grammar and easy readings, with practice in speaking and writing French. Fraser and Squair French Grammar. Guerber's Contes et Légendes. Aldrich and Foster's French Reader. Four hours per week throughout the year.
2. **Modern Prose and Plays:** Grammar reviewed and Composition, one hour each week throughout the year. · French conversation. Hugo's Les Misérables and other selected readings. Four hours per week throughout the year.
3. **The Classic Drama:** Corneille, Racine, and Moliere. Advanced composition. Introduction to the History of French Literature. Four hours per week throughout the year.
4. **History of French Literature:** This course includes a general survey of the whole field of the literature. A French text is the basis of the recitation. Collateral reading is required. Four hours per week throughout the year.

SPANISH.

Spanish ranks well with the other modern languages, in geogra-

phical extent of use. It has great cultural value, which cannot be rightly appreciated until one is familiar with the literature. Also Spanish has a commercial value of no mean importance, as the United States is just perceiving the very great trade opportunities in Latin America. To grasp these opportunities, an understanding of the customs is necessary, and in no way can anyone become more quickly acquainted with the national characteristics and peculiarities of a people than through a study of their literature.

The first year's work in Spanish consists of (1) a thorough study of the grammatical elements, (2) pronunciation, (3) conversation, (4) numerous exercises designed to give skill in translating the natural English into the Spanish idiom, (5) about 300 pages of reading in commercial and classic Spanish texts. The class work, in so far as is practical, is in Spanish.

The second year's work takes up modern Spanish prose, with advanced work in composition and conversation.

1. **Elementary Spanish:** Espinosa and Allen's Elementary Spanish Grammar; Eschrich's Fortuna; Hauy's Easy Spanish Plays; Valera's El Pajara Verde; Harrison's Spanish Reader; practice in speaking and writing. Four hours per week throughout the year.
2. **Modern Prose:** Galdos' Dona Perfecta; Harrison's Commercial Reader; Pereda's Pedro Sanchez and advanced composition and conversation. Four hours per week throughout the year.

HISTORY.

1. **History of Western Europe:** Mediaeval and modern; political and cultural disintegration after the downfall of Rome; feudalism; the papacy; unification of modern states. Text, Robinson's History of Western Europe; readings, Robinson's two vols.; collateral references. One year, four hours per week.
2. **History of Modern Europe 1815-1915:** Era of Metternich, 1815–1830, with its reactionary improvements; growth of democracy and nationalism as expressed through the Revolutions of 1848 and the Industrial Revolution; the unification of the states of modern Europe; national imperialism. A background for the war of 1914. Text, Hayes Modern Europe; lectures and readings. Four hours per week, either semester.
3. **English History:** Anglo-Saxon origins; early decline of

feudalism and papal power; early development of popular rights and of parliament; modern colonial expansion; growth of democracy; tracing of constitutional and legal concepts, upon which American political institutions were founded. Text; lectures; readings; references. First semester, four hours per week.

4. **American History I**[1]: Colonial period to 1789; colonization and government under charters, grants, and royal control; beginnings of a movement for independence; early plans of union; the Revolution in its political and constitutional phases; the Articles of Confederation and their failure, the Constitutional Convention and its debates; the establishment of the Constitution. Lectures; text, Bassett, Short History of the United States; collateral work; debates of the Constitutional Convention. First semester, four hours per week.

5. **American History II**[2]: Political, diplomatic, and economic, but especially constitutional phases of American History from 1799 to the present; development of the United States as a world power; growth of American nationality; the constitutional problems involved in territorial expansion and in the Civil War, the great compromises, slavery, reunion, etc. establishment of federal supremacy by judicial interpretation; the modern industrial period and its constitutional problems. Lectures; text, Bassett, Short History of United States; collateral work and references Von Holst, Schouler Thorpe, etc.. Four hours per week, second semester.

6. **Greek History:** A survey of the development of the Greek people from the Mycenean Age to the Roman conquest. The vital elements of Greek civilization and its effect on the succeeding ages is emphasized. One semester, two hours.

7. **Roman History:** The essentials of Roman History are presented, with special emphasis on the institutions that were fundamental in Roman life and character. A thorough appreciation of the great world empire is sought. One semester, two hours.

ECONOMICS.

1. **Principles of Economics:** Origins of economic processes;

[1]This is a prerequisite to American History II. It is intended also that students taking this course shall proceed to take American History II. These two courses should not be taken separately; the second follows the first in direct sequence.

[2]See American History I.

land, labor, capital, the entrepreneur; production, consumption and distribution; elementary principles of commerce, money, banking, public finance. Text Ely's Outline of Economics; lectures; references. First semester, four hours per week.

POLITICAL SCIENCE.

1. **Government and Politics:** Brief introduction to Political Science, philosophy of the State, classification of government; historical foundations of American government; the federal government; legislative, executive, judicial, and administrative branches; foreign affairs, taxation and finance, commerce regulation, territorial government, etc.; municipal and local government; party organization; republicanism and democracy, the initiative, referendum and recall; social and economic legislation. References are occasionally made to relevant points in comparative government and constitutional law. One hour a week is devoted to Current Affairs, which is a review of contemporary governmental developments, tendencies, problems. Lectures; texts [Beard's [American Government and Politics; readings, Beard: collateral references; journals. The reading of Lowell's Public Opinion and Popular Government is also required as a part of the course. Four hours per week throughout the year.

SOCIOLOGY.

1. **Principles of Sociology:** An introductory outline to the study of sociology, social origins, social evolution, socialization and social control, social pathology, methods of social investigation. Text, Blackmar and Gillin; lectures; references. One semester, four hours per week.
2. **Present-Day Problems:** Nature, extent, and current methods of dealing with such problems as poverty, immigration, tuberculosis, vice, crime and penology, delinquent and defective children, amusements, housing or tenement, women's work and wages, children's work and wages. Lectures. One semester, four hours per week.

PHILOSOPHY.

1. **Introductory Psychology:** An investigation of the development and laws of mental activity. Textbook, discussion and quizzes. First semester, four hours per week.
2. **Logic:** A consideration of the forms of thought and their application. Second semester, four hours per week.

3. **History of Philosophy:** A general course with special emphasis on Greek and modern philosophy. First semester, four hours per week.
4. **Problems of Philosophy:** Survey of ultimate principles in psychology, logic, ethics, aesthetics, etc. Second semester.
5. **Philosophy of Religion:** Theism, religious concepts of God, man, sin, faith, revelation and allied topics. Second semester.
6. **Ethics:** A historical survey of the source, development and decay of ethical ideals. A consideration of current problems. Lectures and textbooks. Essays required. Second semester, four hours per week.

EDUCATION.

1. **Methods of Teaching and Administration:** Taking up the problems of organization, administration and the general routine of the class room. Some time will also be given to special methods in teaching such subjects as geography, history, arithmetic and spelling. First semester, four hours per week.
2. **Introduction to Educational Psychology:** A study of the psychological principles underlying educational work with special attention to the elementary school subjects. This course and Education 1 are intended primarily for those who contemplate doing some phase of elementary school work. Second semester, four hours per week.
3. **Problems in Secondary Education:** Development of the high school; its articulation with primary and higher education; curriculum, administration, vocational subjects and kindred topics. First semester, four hours per week.
4. **Advanced Educational Psychology:** A more exhaustive study of the fundamentals of psychology as related to methods of teaching the high school subjects. Second semester, four hours per week.
5. (a) **History of Education:** This course will consist of a survey of Education in its broader aspects. A study will be made of primitive education and its development through the middle ages with special attention to the Renaissance and Reformation periods. The latter part of the course will be devoted to a special study of the European background of American Education.

   (b) **History of Education:** In this course the total time will be given to a study of the History of Education in the

United States. The general method of procedure will be to use a text book with supplementary reading and occasional lectures.

6. **Foreign School Systems:** A comparative study of the most important school systems of foreign countries, making frequent reference to our American system for purpose of comparison. Second semester, four hours per week.
7. **Experimental Education:** A laboratory course dealing with such topics as rate of learning, memory and perception. Records are kept of the experiments and comparisons are made in general discussion. More time than the regular class hour will be required for some of the laboratory work. Prerequisite, one semester of psychology or education. First semester, four hours per week.
8. **Standardized Test and Mental Measurements:** A study of the standardized tests available with a view to becoming sufficiently familiar with them to employ them as aids in teaching or supervising. Also, the more generally used mental tests employed in determining the mental age of a child, such as the Binet and Healy tests. Prerequisite same as for 6. Second semester, four hours per week.

9 and 10. (See Religious Education under Seminary, Part III, Courses C4 and C5.)

MATHEMATICS.

The work in Mathematics as here outlined is intended to serve the needs of those who wish to specialize in the subject as well as those who wish to obtain only a cultural knowledge of it. Courses 1 and 2 lay the foundation for more advanced work in Mathematics and must precede all others. Those beyond 2 may be elected in any order. Special attention is called to Course 5, particularly on the part of those who cannot take a number of courses beyond 2.

1. Plane Trigonometry, College Algebra and Analytic Geometry:

To each of these there is devoted approximately one-third of the school year, the subjects being taken up in the order named. In the Trigonometry, after the necessary formulas have been developed, emphasis is placed upon the practical applications, many numerical exercises being solved both with and without the use of logarithms.

The notion of function has been a central one in the organization

of the work in College Algebra. The usual subjects are treated but each topic is taken up in such a way as to show its relations to the dominant idea of the course.

In Analytic Geometry the fundamental principles of the study of geometry by this method are taken up after which a thorough study of the conic sections is made.

2. Calculus:

The first semester is devoted to Differential Calculus. The limiting process, which is here fundamental, is carefully treated after which a great deal of time is devoted to the acquiring of skill in differentiating. Continual application to problems in geometry, mechanics and physics is made throughout the entire semester. Emphasis is placed upon the theory of maxima and minima, Taylor's theorem and the expansion of functions in infinite series.

Integral Calculus is taken up in the second semester. After spending some time on the indefinite integral, the definite integral is introduced as the limit of a sum and its elementary properties are studied. Its applications to the determination of areas, volumes, lengths of curves, moments of inertia and other geometrical and physical quantities form a considerable body of the semester's work.

3. Solid Analytic Geometry:

A course in the geometry of three dimensions by the analytic method. The work includes a study of lines in space, planes, and quadric surfaces with a classification of the latter. Brief mention is made of the theory of curves and surfaces in general. First semester.

4. Differential Equations:

A study of the more common types of differential equations with applications to geometry, mechanics and physics. Second semester.

5. Selected Topics in Advanced Mathematics:

A lecture course which gives a survey of a considerable portion of the field of advanced Mathematics. Adapted to those who, while not intending to specialize primarily in Mathematics, wish to become acquainted with the nature of the field as it is commonly studied beyond the Calculus. First semester.

6. Theory of Equations:

The scope of this course is approximately that covered by Dickson's Elementary Theory of Equations. Second semester.

Advanced Work: Students wishing to specialize in mathe-

matics may select courses from the following: Advanced Calculus, Projective Geometry, Analytic Mechanics, History of Mathematics, Teaching of Mathematics. Classes will be organized in these subjects as there is demand for them.

ASTRONOMY.

1. Descriptive Astronomy:

A general descriptive course giving a brief account of the structure of the universe. The heavenly bodies, particularly those of the solar system, are studied both individually and in their relations to each other. Textbook work is supplemented with naked eye observation with a view of becoming acquainted with the various constellations. Either semester.

PHYSICS.

1. **General Physics:** Two periods per week are devoted to recitation on the text and two double periods per week are spent in laboratory work. Accurate notes and record of data are required. Mathematics I, a, b and c, are prerequisites and Differential and Integral Calculus are recommended as desirable foundations for this course. Text: Carhart's, Kimball's, or Reed and Guthe's College Physics. Mechanics, Heat, Sound, Magnetism, Electricity and Light. First semester, four hours per week.
2. **General Physics:** Continuation of the previous course. Second semester, four hours per week.

CHEMISTRY.

1. **General Chemistry:** A study of the theories of chemistry, and chemical laws. Physical and chemical properties of the elements, and the relations of the elements to each other. Type reactions and type compounds are constantly kept in mind. Three lectures per week and two laboratory periods per week. Text: General Chemistry, McPherson and Henderson. Laboratory manual by same authors. First semester.
2. **General Chemistry:** Continuation of the previous course. Second semester.
3. **Qualitative Analysis:** This course opens with a thorough review of the characteristic reactions of the metals, non-metals, and negative groups. This is followed by an analysis of a number of compounds, mixtures, minerals, and alloys. One lecture and four laboratory periods per week. Prerequisite, one year of general chemistry. First semester.

4. **Quantitative Analysis:** Analyses are made in this course by both the gravimetric and volumetric methods. One analysis is made by electro-deposition on a platinum cathode. Each student makes up his own standard solutions. The work is mainly laboratory, with occasional lectures as needed. Text: Mahin's Quantitative Analysis. Second semester.
5. **Organic Chemistry:** This course emphasizes the fundamental principles of this science and the characteristics of the organic compounds of practical importance. Type reactions, methods of synthesis, proof of structure, types of isomerism, and methods of identification are studied. Three lectures and two laboratory periods per week. Prerequisite, two years of chemistry. First semester.
6. **Organic Chemistry:** A continuation of the previous course, except that most of the laboratory time is devoted to the preparation of many dyes and intermediates. Second semester.
7. **Industrial Chemistry:** It is the purpose of this course to show the adaptation of the reactions of both Inorganic and Organic Chemistry to the large scale manufacture or industrial processes. Text: Elements of Industrial Chemistry, Rogers. Three lectures per week. It is advised that students have had Organic Chemistry before taking this course.
8. **Industrial Preparations:** Some of the more important industrial products are prepared. No definite outline is followed but the student secures his information and outlines his procedure to the instructor before attempting the preparation. Laboratory, two periods per week.

BIOLOGY.

1. **General Biology:** An introductory course in plant and animal biology involving the general principles of structure and function and the reciprocal relation of animals and plants. The simpler facts and theories of heredity and evolution are presented. This course is preliminary to all advanced work. Lectures, recitations, laboratory and field work. First semester, Zoology, four hours per week. Text, Introduction to Zoology, by Hegner.

2. **General Biology:** Continuation of Course 1. Text, Bergen and Davis, Principles of Botany. Second semester, Botany, four hours per week.
3. **Invertebrate Zoology:** A study in morphology and physiology of representative types of invertebrates. Lectures, recitations, and laboratory work. First semester, four hours per week.
4. **Invertebrate Zoology:** Continuation of Course 3. Second semester, four hours per week.
5. **Botany:** A course in morphology, physiology and ecology of plants; it includes a general survey of the plant world and takes up a study of thallophytes, bryophytes, pteridophytes, and spermatophytes. Lectures, textbook, laboratory and field work. First semester, four hours per week.
6. **Botany:** Continuation of Course 5. Second semester, four hours per week.
7. **Elementary Morphology and Physiology of Plants:** A study of forms and functions of seed plants and their relation to their environment. Lectures, recitation, laboratory and field work. First semester, four hours per week.
8. **Morphology and Physiology of Fungi:** A study of various groups of fungi with special emphasis on those of economic importance. Lectures, discussions, and assigned readings. Second semester, four hours per week.

GEOLOGY.

1. **Geology:** A study of the salient features of the subject, consisting of class recitations, laboratory studies, and field work. Text: Chamberlin and Salisbury, College Geology. Second semester, four hours per week.
2. **General Geology:** Physiographical, lithographical, dynamical, and historical; stress is laid upon geographical phases of the subject. Lectures, recitations, collateral reading. Four hours per week throughout the year.

ACCOUNTANCY.

1. **Introductory Accounting:** The fundamental principles of accounting and double entry bookkeeping. First semester, four hours per week.
2. **Advanced Accounting:** A continuation of the first course, in which a number of special more advanced topics and phases of the subject are treated. Second semester, four hours per week.

AGRICULTURE.

I. CROP PRODUCTION.

(a) **Cereal Grains.** Credit five hours. Freshman subject. (Required.)

A detailed study of corn, wheat, oats, barley and other cereals; their habits of growth, fundamental principles in their economic production; soil requirements, climatic adaptations; general characteristics; methods of improvement; diseases, weeds and insects and their control; testing for purity, germination and grading. Judging and inspection. Two hours text and discussion, four hours laboratory and field trips, and one hour quiz, each week. Laboratory fee, $3.00. Deposit, $1.00.

(b) **Legumes and Grasses.** Credit five hours. Freshman subject. (Required.)

A detailed study of the common legumes and grasses of the corn belt; their habits of growth; general characteristics; soil and climatic requirements; methods of harvesting and storage; study of the purity of seed, seed analysis, inoculation; common weed and insect enemies and their control; grass and legume mixtures and rotations. Two hours text and discussions and lectures; four hours laboratory, and one hour quiz, each week. Laboratory fee, $3.00. Deposit, $1.00.

(c) **Plant Breeding.** Credit four hours. (Elective.)

Methods of improvement of the common farm crops; the grains, grasses, legumes; study of the fundamental principles and their practical application to. Text, lectures, assigned reading, and laboratory. Prerequisite: (a) and (b) and Botany, eight hours. Laboratory fee, $5.00. Deposit, $2.00.

II. SOILS.

(a) **Soil Physics.** Five hours credit (required).

A study of the material, origin and formation of soil; its mechanical composition; classification of soil types; moisture, capillarity, temperature, etc. The effect on the soil of the various cultivating operations; effect of rotations and cropping systems. Prerequisite: High School Physics. Text, lectures, discussion, laboratory. Laboratory fee, $3.50. Deposit, $1.00.

(b) **Soil Fertility.** Five hours credit (required).

A detailed study of the plant food elements of the soil, chemical analysis of the mineral elements; effect of different crops on the food supply; systems of farming in relation to permanent soil fertility; composition and value of manure, fertilizers and crop residues. Prerequisite, Chemistry 4. Text, lectures, readings, and laboratory. Laboratory fee, $3.50. Deposit, $1.00.

(c) **Soil Biology.** Five hours credit (elective).

A study of the soil organisms with respect to soil fertility; various factors which affect their activity; their relation to availability of plant food; fermentation and decomposition of manures, crop residues; influence of soil conditions, temperature and moisture; special studies of legum bacteria and inoculation. Text, lectures, greenhouse experiments, laboratory and field observations. Laboratory fee, $5.00. Deposit, $2.00.

IV. ANIMAL HUSBANDRY.

(a) **Principles of Feeding.** Four hours credit (required). Freshman Subject.

A study of the chemistry of feeding stuffs and their effect upon digestion; the digestibility of feeds; metabolism of organic and mineral nutrients; food requirements and feeding standards; determination of correct and balanced rations; relative values of carbohydrates, fats and proteins; the importance of home grown feed; vitamines and their value. Text, lectures, laboratory, assigned readings. Laboratory fee, $1.00.

(b) **Beef Production.** Five hours credit (required).

A detailed study of the various breeds of beef cattle; a brief history of the leading breeds, their characteristics and development; beef type and the market grades and classes; economic factors in breeding, care and management of a pure bred herd; study of market conditions, supply and demand; the home meat supply and the byproducts. Texts, lectures, readings, judging and farm inspection trips.

(c) **Swine Husbandry.** Five hours credit.

Types and breeds of swine; their history, characteristics and development; their adaptability; market grades and classes; market supply and demands; factors that affect economic production; diseases, sanitation, marketing. Systems of hog farms; hog house construction, self feeders, etc. Text, lectures, discussions, readings and farm inspection trips. Laboratory fee, $1.00.

V. DAIRY HUSBANDRY.

(a) **Principles of Breeding.** Four hours credit (required). A study of the fundamental facts of evolution, and genetics, origin and development of domestic animals and plants; fundamental facts of transmission, heredity and environment; a study of Mendels law of hybrids; of mutation; variation. Practical problems of the breeder as affected by various factors. Text, lectures, discussion, laboratory experiments and demonstrations with plants and animals.

(b) **Dairy Husbandry.** Five hours credit (required). A detailed study of dairy cattle, their history, the different breeds and their characteristics and adaptations; care, feeding and management of a dairy herd; the economic factors of milk production; the balancing of the factors of labor, feed, and management; value of official tests; problems of the purebred dairy farmer. Text, lectures, discussions; inspection and judging trips. An extended trip to several large dairy farms required, which will cost from $8.00 to $12.00. Laboratory fee, $5.00. Deposit, $2.00.

(c) **Dairy Products.** Five hours credit (elective). A detailed study of milk products, milk testing for butter fat, purity, adulteration, moisture, etc. The making of butter and the study of butter making machinery; the making of ice cream and frozen milk products; cheese making for the farm and its use and value; a study of condensed milk. Lectures, texts, laboratory, and inspection trips. Laboratory fee, $4.00. Deposit, $1.00.

Note.—In all the animal husbandry and dairy husbandry courses each student will be required to do a prescribed amount of practical work on the college farm in the care, feeding and management of the animals which he is studying. This is considered an essential part of

the work and students will find this experience of great value.

VI. FARM ENGINEERING.

(a) **Farm Mechanics.** Five hours credit (required). General farm mechanics; principles of levers; power transmission; belt lacing; babbitting; pipe fitting; plumbing; soldering; water systems; lighting systems; sewage disposal; farm shop design and forge work; general farm repairing; rope work and hitches. Text discussion, lectures, laboratory. Laboratory fee, $6.50. Deposit, $3.50.

(b) **Farm Motors.** Five hours credit (required). A study of farm power, gas engines, electrical power and its application, tractors, and general farm machinery, etc. Text, lectures, laboratory. Laboratory fee, $5.00. Deposit, $3.00.

(c) **Farm Buildings and Equipment.** Four hours credit. (Elective.)

The material, arrangement, design, and construction of common farm buildings. The study of labor saving equipment and its installation. Lectures, text, and discussion, laboratory. Laboratory fee, $2.00.

VI I. FARM MANAGEMENT.

(a) **Rural Economics.** Five hours credit

A study of the fundamental principles of economics as applied to agriculture; effect of industrial development upon farm problems; the study of the law of supply and demand; factors of cost, labor, credit, tenancy, and farm ownership. Lectures, text, and discussion.

(b) **Farm Organization.** Five hours credit.

The factors of production; their distribution and adaptation; the distribution of capital and labor; planning the farm home and fields; administration and operation; cost of production; accounting and statements of income and expense. Three hours lecture and two hours laboratory each week. Laboratory work consists of practice bookkeeping, cost accounting and labor income practice.

(c) **Rural Sociology.** Four hours credit (elective). A study of rural problems of the social life viewpoint; the study of country life conditions; the rural school; the

rural church; the rural community center; consolidated schools; etc. Lectures, readings, text and special problems.

VIII. GENERAL AGRICULTURAL SUBJECTS.

(a) **Principles of Production.** Four hours credit.

A detailed study of all the factors of crop production with reference to yield, economic production, harmful factors, cost of production, the use of by-products, supply and demand. Lectures, readings, laboratory and experiment station work.

(b) **Dairy Bacteriology and Sanitation.** Five hours credit.

A detailed study of the bacteria beneficial to dairy products and also those harmful; bacteria in relation to country life; pathogenic bacteria; general problems of rural health and welfare. Text, lectures, readings, laboratory. Laboratory fee, $5.00.

(c) **Rural Extension.** Two hours credit. (Elective.)

A study of the factors of rural education; institute work, agricultural development; farmers cooperative societies and rural social survey. Text, lectures, and field work.

(d) **Entomology.** Three hours credit. (Elective.)

A study of the economic and harmful insects of the corn belt section of the country, their life habits, propagation, and control. Insect pests of the farm, orchard and garden and their control.

(e) **Poultry Husbandry.** Four hours credit.

A general course dealing with a study of the breeds and types of poultry. A study in the care, feeding and management of the farm flock. Methods of breeding and care of baby chicks; marketing and storage problems; the control of insects and diseases; poultry house construction. Text, discussion, lectures and laboratory and field work. Laboratory fee, $2.50. Deposit, $1.00.

(f) **Advanced Soil Fertility.** One to five hours credit. Prerequisite, Chemistry 4,II (a) and (b) and (cc).

A course for advanced students in some special subject

of soil fertility in which they may be interested. Advanced methods of soil analysis and a technical study of the elements, physical structure and biological life of the soil.

IX. HORTICULTURE.

(a) **Small Fruits.** Four hours credit.

A detailed study of the strawberry, raspberry, blackberry, and all the common bush fruits for the farm home. Their culture, varieties, propagation, pruning, harvesting, etc. Text, lectures and field work. Laboratory fee, $2.00. Deposit, $1.00.

(b) **Orchards.** Four hours credit.

A study of methods and practice for the farm orchard; varieties, culture of orchard, planting, fertilizing, pruning, spraying, harvesting and marketing. Text, readings and field work.

(c) **Landscape Gardening.** Three hours credit. (Elective.)

A brief study of the flowers and shrubs and trees suitable for the farm home; their habits of growth, methods of propagation; care and management of lawns and parks. Essentially a study for the beautification of the farm home.

(d) **The Vegetable Garden.** Three hours credit.

A study of the principles and practices of the growing of vegetables for the farm home. Varieties, soils, insects, hot houses, fertilizers and cultural methods. Text, lectures, laboratory. Laboratory fee, $1.00.

HOUSEHOLD SCIENCE.

It is the aim of the trustees of the college to offer a full and comprehensive course in Household Science. The complete course has not been thoroughly organized, but the college offers several subjects in this department for the coming year. These courses are so arranged that they will constitute the Freshman year in the completed course, so those who desire to take a full course may avail themselves of the opportunity of getting the Freshman year completed during the year 1920-21.

FRESHMAN YEAR.

First Semester: Chemistry, 5 hrs; English, 4 hrs; Selection

and Preparation of Food, 4 hrs; Home Architecture and Sanitation, 4 hrs;

Second Semester: Chemistry, 5 hrs; English, 4 hrs; Textiles and Fabrics, 4 hrs; Preparation and Serving of Food, 4 hrs.

DESCRIPTION OF COURSES.

1. **Selection and Preparation of Food.**

The nature and composition of food; their economical use; the best methods of preparation; changes effected by cooking and refrigeration; fundamentals of selection; combining of various food stuffs; effect of fermentation; selecting and marketing problems. Text, discussion, laboratory. Lab. fee $3.00.

2. **Home Architecture and Sanitation.**

A study of the location, construction, and arrangements of the house; the relation of light, heat, ventilation and sanitation to health; the home water supply; sewage disposal; plumbing; planning the house; a study of labor saving equipment and its installation. Lectures, text and problems.

3. **Textiles and Fabrics.**

A detailed study of the various textiles; the important fibres and materials, their composition and construction; their uses and adaptations; the economic use of materials; a brief history of textile industry.

4. **Preparation and Serving of Food.**

A continuation of Household Economics; studies in cost of service and preparation; problems of managing food combinations; kitchen equipment; the dining room and its problems; modern and economic methods of service. Text, discussion and laboratory Lab fee $3.50.

Part III.
THE SEMINARY

PART III—THE SEMINARY

FACULTY.

Levi S. Shively, A. M., Ph. D., President.

M. W. Emmert, D. D., Dean and Professor of Biblical Literature. (*On the Shearer Memorial Fund, founded by Philip A. Shearer, in memory of his deceased daughter, Stella.*)

L. H. Brumbaugh, A. M., B. D., Professor of Church History and Theology.

M. M. Sherrick, A. M., Litt. D., L. H. D., Professor of Philosophy.

A. J. Brumbaugh, A. M., Professor of Religious Education.

J. B. White, A. M., Professor of Sociology.

W. B. Stover, A. B., D. D., Professor of Missions.

HONORABLE MENTION.

Those directly interested in establishing a seminary at Mount Morris feel that the many friends of the late Prof. J. G. Royer will be gratified to learn that on the ground where he labored and sacrificed for more than twenty years in the interest of Christian Education in the Church of the Brethren there is being laid the foundation for a Bible school which is intended to perpetuate the Bible training work he so ably began. Throughout this country and on the foreign mission fields the number of those who have been inspired by his instruction reaches into the thousands. From this time forward the children of these thousands may have the opportunity of returning to the place where he wrought to take thorough training for the most efficient service of the church. It is hoped that many in the years to come may avail themselves of this opportunity.

THE AIM AND METHOD.

The aim, in the first place, is to provide for the training of young men who are in the ministry or who are looking to the ministry as their life work. The call for pastors in country and village churches has been so persistent, and the educational facilities in the Church of the Brethren to meet this particular phase of church work so neglected, that those directly connected with Mount Morris College have decided to open a seminary where training for ministers in rural church work and community building shall receive special emphasis. The great field in which the Church of the Brethren has flourished in the past is in the village and open country. We believe her greatest work still lies in this field. However, city and foreign missions will receive their due amount of consideration.

In the second place, it is the aim of the seminary to train lay

workers, both men and women, for every phase of church work, Sunday school and young people's work, always keeping in mind the needs of the rural field as well as the city and foreign work.

The methods of the seminary are unique in two particulars. First, much of the Bible instruction and theological training may be done in connection with the College of Liberal Arts. At the same time the student is securing his general education, he may also be securing at least a part of his Biblical training. Even though he never finishes a seminary course, he may go out from school with sufficient general and religious training to do practical work in the church from which he came.

The seminary has another advantage in that it offers to students preparing for rural work an opportunity to elect courses in agriculture. This phase of the work cannot be over emphasized, since country pastors and church workers in general should be familiar with the occupation of the people with whom they have to work.

TERMS OF ADMISSION AND GRADUATION.

The applicant for admission to the seminary must be a graduate of an institution of college rank. Those who complete the full three years' seminary course, consisting of ninety-six semester hours, not including music, will receive the B. D. degree.

Students in the college may elect enough courses from the required work of the seminary to graduate in two years after completing the college.

A student in the seminary may elect courses in the agricultural department by special permission of the faculty.

Upon recommendation of the dean of the seminary, students may be admitted as special students and be classified as such.

Persons coming from other standard seminaries will be admitted to advanced standing on presentation of certified credits from the school from which they come.

Students are graduated on completion, to the satisfaction of the faculty, of the full course of studies and the presentation of an acceptable thesis on some theological subject.

Students who fail to meet all of the requirements for admission to the seminary may, at the discretion of the Dean, be enrolled as special students. If the deficiencies are removed within a time set by the Dean, the student may be regularly enrolled as a candidate for the B. D. degree.

DESCRIPTION OF COURSES.

New Testament.

A1. Gospels: An exegetical study will be made of Mark as the basis with a comparison of Matthew and Luke. Some attention will be given to the rise and transmission of the Gospels. The chief aim will be to discover the historical and geographical setting of each event of the life of Christ, thus building up inductively a harmony of the Gospels. A prescribed course. Four hours, first semester.

SEMINARY CURRICULUM.

First Semester.

Year	Required Courses	Sem. Hrs.	Elective Courses	Sem. Hrs.
Junior	Gospels, A1	4	Gospels, A2	4
	Old Testament History, B1	2	Hebrew Prophets, B4	4
	Church History, B2	4	Greek, I1	4
	Missions, H1	1	Prayer, E1	2
			Music, E4	1
Middle	New Testament Epistles, A3	4	Rural Sociology, C6	4
	Homiletics, C1	4	Christian Nurture, E3	2
	New Testament Times, D1	3	History of Philosophy G1	4
	Missions, H3	1	Church History, D4	4
			Bible and Hymn Reading, C9	1
			Greek, I3	4
			Music, E4	1
Senior	Religious Education, C4	4	Homiletics, C2	4
	Systematic Theology, F2	4	Psychology of Religion, G4	4
	Hebrews, A6	2	Eschatology, F3	3
	Missions, H6	1	Wisdom Literature, B5	1
			Community Building, H5	1
			Music, E4	1

Second Semester.

Year	Required Courses	Sem. Hrs.	Elective Courses	Sem. Hrs.
Junior	Acts and Romans, A4	4	History of the Brethren, B5	4
	Church History, D3	4	Holy Spirit, E2	2
	Old Testament History, B1	2	Old Testament Theology, F1	4
	Missions, H2	1	Greek, I2	4
			Music, E4	1
Middle	Hebrew Prophets, B3	4	Psychology, G3	4
	Religious Education, C5	4	History of Philosophy G2	4
	History of Religions, D3	4	Bible and Hymn Reading, C9	1
	Missions, H4	1	Greek, I4	4
			Music, E4	1
Senior	Hebrew Poetry, B2	4	Christian Ethics, C8	4
	Sociology, C7	4	Philosophy of Religion, G5	4
	Rural Economics, C3	2	Wisdom Literature, B6	1
	Missions, H7	1	Community Building, H5	1
			Revelation, A5	4
			Music, E4	1

A2. The Gospel of John: An inductive, exegetical study of the materials of the Gospel just as they lie, and a review and literary analysis of the book as a whole in the light of its self declared purpose, and finally a detailed comparison of it with the Synoptic Gospels. Four hours, second semester.

A3. New Testament Epistles: A careful study of each epistle will be made in its own individuality. They are grouped according to the similiarity of their authorship, contents and historical occasion. There will be made a grammatical,

historical, exegetical and doctrinal study of each. A prescribed course. Four hours, first semester.

A4. Acts and Romans: Acts will be studied the first half of the semester. It will be taken up from the standpoint of the history of the early church. A complete historical and literary analysis will be made of the book, setting forth the fundamental aim and purpose of the author in giving specific examples of the spread of the Gospel and the planning of the church. The doctrines of the book with the life of Paul will be carefully considered. This will be followed by a study of Romans as outlined for the study of epistles in Course A3. A prescribed course. Four hours, second semester.

A5. Revelation: A general literary survey of the book will be made noting its literary characteristics, method, form and structure. There will be given a consideration of the general contents of the book in the light of Apocalyptic literature of the Old Testament and the general eschatological teachings of the Scriptures. In the light of this introductory material each section and paragraph will be taken up in careful and detailed study. Courses B4 and F3 are prerequisites to this course. Four hours, second semester.

A6. Hebrews: An inductive study of the epistle. The problems of authorship, sources of material, an outline of the main ideas, a summary of the doctrines set forth and the bearings of the epistle upon Jewish Christians of Jerusalem and Palestine. A prescribed course. Four hours, first semester.

Old Testament.

B1. Old Testament History: This will be an inductive study of the literature and history of the Old Testament. First a literary survey of the purpose and structure of each book. In the light of this its historical data will be worked out in perspective. A prescribed course. Two hours throughout the year.

B2. Hebrew Poetry: A general introduction to Hebrew poetry. The formation of the Psalter; its style and authorship; a critical and devotional study of selected psalms. A prescribed course. Four hours, second semester.

B3. Hebrew Prophets: An introduction to Old Testament prophecy, tracing the rise of the prophets to the days of

literary prophets. An exegetical study of Amos, Hosea and Isaiah. A prescribed course. Four hours, second semester.

B4. **Hebrew Prophets:** An historical and exegetical study of Jeremiah, Ezekiel and Daniel. Four hours, first semester.

B5. **Wisdom Literature:** An introductory study of the Wisdom Literature of the early Semetic peoples. One hour, first semester.

B6. **Wisdom Literature:** A survey of Proverbs, Job and Ecclesiastes. One hour, second semester.

Practical Theology.

C1. **Homiletics:** The sermon. This will be a study of the preparation and principles underlying the sermon, discussion of the sermon outline, study of typical sermons, practice and selection of texts. This will be followed by practice in writing and criticism of sermons. A prescribed course. Four hours, first semester.

C2. **Advanced Homiletics:** This course which will consist almost entirely of class preaching, is to assist the student in thinking out clearly and in delivering effectively a definite, consistent and timely message. The class will be called upon to solve in a practical manner certain homiletical problems, and to produce specified results. Four hours, first semester.

C3. **Rural Economics:** A survey of economic conditions of typical rural communities with the purpose of discovering the elements that enter into the value of rural property and the improvement of these values by scientific management and balancing of labor; and cooperation of property owners in improving the educational, social, industrial, health, civic, and religious conditions of the community. A prescribed course. Two hours, second semester.

C4. **Religious Education. The Fundamentals of Religious Education:** A study of the psychological facts of childhood and youth which must be taken into account in the work of religious education, followed by an analysis of the materials available for use in religious education. First semester, four hours per week. Open to College juniors and seniors.

C5. **Religious Education. The Problems of Religious Education:** The organization, building, equipment, finances, teachers and directors and similar topics will be

considered. The use of the survey in religious education will be studied from the standpoint of history and present use. Second semester, four hours per week. Open to College juniors and seniors.

C6. Rural Sociology: The aim of this course is to thoroughly acquaint the student with the fundamental facts relative to rural social problems. Special attention is given to such features of country life as: rural church, schools, clubs, libraries and other institutions that make rural life more attractive. Methods of social survey are presented. Four hours, first semester.

C7. General Sociology: (See description of College course.)

C8. Christian Ethics: (See description of College course.)

C9. Bible and Hymn Reading: The aim of this course is to train young ministers to read before an audience in such an attractive manner as will bring out the true meaning, causing the audience to listen to and understand the thought of the hymn or passage of scripture read. One hour throughout the year.

History.

D1. New Testament Times: This course includes a study of the return from captivity, including the Books of Ezra, Nehemiah, and Esther; the Inter-testamental period; and the political, social and religious conditions of Palestine in the New Testament period. A prescribed course. Three hours, first semester.

D2, 3. Church History: This course will be general, covering the entire development of the church. The first part will involve a short introduction and an analytical study of the Book of Acts and a study of the primitive church from the Apostolic times to Constantine. The second part will deal with the mediaeval church and the Protestant Reformation. The third part will consider the modern church. A study of the origin and development and outcome of the great religious movements of Protestantism and Catholicism of modern times. This will be strictly a lecture and research course. A prescribed course. Four hours throughout the year.

D4. Advanced Church History: A discussion of the development of the church as an institution; the theories of its origin, nature, membership and authority; its offices and organization; and an attempt at a constructive presentation of its nature and functions. Four hours, first semester.

D5. History of Religions: This will include an historical survey of the religions of the early world, isolated national religions, the Semetic group, the Aryan group and Christianity, the universal religion. This will be a comparative study. A prescribed course. Four hours, second semester.

D6. History of the Church of the Brethren: This course will consist of the history of the church as an organization, with a survey of the fundamental distinctive doctrines as incorporated by the church and their history in the church. The government of the church will be given due consideration. Four hours, second semester.

Devotional.

E1. Prayer: Biblical doctrine of prayer. This will be a closely detailed study of every passage in the Gospel on the subject of prayer, as taught by the Master and exemplified in his own prayer-life. The purpose of this course is strictly devotional. Two hours, first semester.

E2. Holy Spirit: The Biblical doctrine of the Holy Spirit. An inductive study of every text in the Bible on the office and work of the Holy Spirit. This is accompanied by a tabulation of all materials and finally a classification will be made of the entire subject. This course is strictly devotional. Two hours, second semester.

E3. Christian Nurture: This course is designed to aid the students in overcoming difficulties in their own lives and help them to a greater degree of consecration and devotion. This course will include a study of scientific evangelism and proper developments of both the old and young members of the church. Two hours, first semester.

E4. Music: Advanced singing; general principles of voice culture; history of selected hymns; a critical study of hymns and anthems and their adaptation to worship. One hour throughout the year.

Theology.

F1. Old Testament Theology: An inductive study of the Hebrew conception of God, creation of the world, revelation, nature of man, sin and death, divine election and retribution, modes of worship, angels and their relation to man, the Kingdom of God and the Messiah. Four hours, second semester.

F2. Systematic Theology: The aim of this course is the study of the facts respecting God and his relation to the created world and the systematic arrangement of these facts in an organic whole. The work is based on a textbook, collateral reading and lectures. A prescribed course. Four hours, first semester.

F3. Eschatology: Course B4 is a prerequisite to this course. This course will be studied inductively from the Bible. The Jewish idea of the Kingdom of God, the Messiah, the Resurrection, the Day of Judgment, are considered as predicted in the Old Testament and as taught in the New Testament by Jesus and the different writers. Three hours, first semester.

Psychology and Philosophy.

G1, 2. History of Philosophy: (See description of College courses.)

G3. Psychology: (See description of College course.)

G4. Psychology of Religion: General and Child Psychology are prerequisite to this course. The material provided by these courses will here be applied to the analysis and the understanding of the fundamental elements of religious experience. The psychology of conversion will be given special attention. Four hours, first semester.

G5. Philosophy of Religion: This will be an historical and systematic study. Historically it will be a study of the religious aspects of modern philosophy. Systematically it will be a study of the nature of religious experience and its value for morality and knowledge. Four hours, second semester.

Missions.

H1, 2. Missions: This will be a study of home missions, both city and country, with special stress on rural work, followed in the second semester by a course which will relate missions to the Sunday school work. This course will involve a history of the problems of rural mission work. A prescribed course. One hour throughout the year.

H3, 4. Missions: This will be a study of foreign missions. Asia, Africa, South America. During the first semester there will be a survey made of Japan, China and Korea. The second semester will be a study of India, Africa and South America. A prescribed course. One hour throughout the year.

H5. Community Building: The study of rural survey pamphlets, such as "A Rural Survey in Indiana," "A Rural Survey in Missouri," by Warren H. Wilson and "A Rural Survey of Orange Township, Blackhawk County, Iowa," by Agricultural Experiment Station, Iowa State College of Agriculture and Mechanical Arts, with the purpose of discovering the principles that underlie the building of a prosperous community. One hour throughout the year.

H6, 7. Missions: Problems of missions. This will be a study of the prevalent problems found in the home and foreign field. The problem of administration will be given special attention. A prescribed course. One hour throughout the year.

Language.

I1, 2. Elements of New Testament Greek: Four hours throughout the year.

I3, 4. New Testament Greek: Syntax, moods and tenses and rapid reading. Four hours throughout the year.

Part IV.
THE ACADEMY

PART IV. THE ACADEMY

FACULTY.

Levi S. Shively, A. M., Ph. D., President.

Ralph Fahrney, A. B., Principal; History and Physics.

M. W. Emmert, A. B., D. D., Bible.

D. Frank Adams, A. B., B. S., Agriculture.

Elizabeth Krafka, A. M., Biology.

Margaret M. Peale, A. B., Domestic Science.

Dorothy M. Sherrick, A. B., English and French.

Milo D. Zimmerman, A. B., Mathematics and Latin.

Joy Lichty, Assistant in Physics.

A FOUR YEAR COURSE.

The work in the Academy covers a period of four years. The course is partly required and partly elective. In order to secure a certificate of graduation, a student must have completed fifteen units, including all required courses. A unit is the amount of work covered by one recitation daily for one year. A certificate fee of three dollars is charged.

Those who have not completed the eighth grade work will have opportunity to take these studies in classes especially organized for them. In this way, they can prepare for the following courses under the most favorable conditions. Classes in grammar, arithmetic, geography, penmanship, history, etc., are given for those who have not completed these subjects.

PLAN OF COURSES.

First Year.

First Semester: English, Algebra, Physical Geography, Latin,* Agriculture,* Bible.*

Second Semester: English, Algebra, Physiology, Latin,* Agriculture,* Bible.*

Second Year.

First Semester: English, Plane Geometry, Ancient History, Caesar,* Domestic Science,* Commercial Geography.*

Second Semester: English, Plane Geometry, Ancient History, Caesar,* Domestic Science,* Commercial Law.*

Third Year.

First Semester: English, Zoology, Advanced Algebra,* Bible,* Modern History,* Agriculture,* French.*

Second Semester: English, Botany, Bible,* Modern History,* Agriculture,* French.*

Fourth Year.

First Semester: English, Physics, American History and Civics, Agriculture,* French.*

Second Semester: English, Physics, American History, Agriculture,* French.*

*Electives. Each student is required to elect at least two years of a language in his course. See college, page 41.

DESCRIPTION OF COURSES.

English.

Oral English, although a new acquisition, is extremely practical, since it embodies those things formerly taught under the head of Expression, and our aim in placing it in our courses is that we may make our English work more practical.

The Academy offers four years of English work.

English I: During the first year, a great deal of time is spent on "Oral English" which work will include all of the work previously offered in the two terms of Expression. The easier classics will be studied and interpreted. In the

written work, Scott and Denney's Elementary Composition will be used.

English II: In the second year, four hours throughout the year will be spent in the study of Composition and Rhetoric and one hour will be devoted to the study of classics. Each student will be required to keep a notebook, including all written work in themes, and also he will read and review two of the classics.

English III: During the third year, two hours will be spent in the study of American Literature (American Literature and Readings by Pace). Two hours each week will be given to the study of Rhetoric, using the advanced text by Scott and Denney, and the remaining hour will be used for reading and study of classics. Each student will keep a notebook containing all theme work and also four book reviews which will be assigned.

English IV: In the senior year, two hours each week will be given to the last half of the Composition Rhetoric text of Scott and Denney, special emphasis being placed upon Exposition and Argument. Two hours also will be devoted to the study of English Literature (English Literature by Pancoast and Shelley), and one hour to the reading and study of classics. Each student prepares a notebook, including themes and term reviews. Four classics are read and criticized during the year.

Latin.

I Year: Grammar. Text used is D'Ooge, Latin for Beginners. The lessons of the first year aim to give a thorough knowledge of the forms and syntax of the language.

II Year: Cæsar. During this course, the student acquires an enlarged vocabulary and the practice necessary to translate Latin into good English and English into correct Latin. Selections from various authors give a hint of the range of Latin literature while the passages from Cæsar's Gallic War introduce one to a standard Latin classic.

Bible.

Life of Christ: It is the aim of this course to make a thorough study of the four gospels for the historical facts pertaining to the life of Christ. The New Testament is the text-

book; Volmer's Modern Student's Life of Christ is used as a help. The student, with the teacher's help, makes a harmony of the gospels, then studies the outline made by himself and writes a Life of Christ, placing in his notebook at proper intervals maps showing the journeys of Jesus. One year.

Acts: This is studied from the standpoint of the history of the early church and its development from a narrow Jewish institution into a broad Gentile organization, spreading from Jerusalem to Rome; stress is laid upon the work of the Holy Spirit in the early church. One-half year.

Pauline Epistles: The Life of Paul is studied during the first quarter; the student writes a Life of Paul, and places in his notebook maps showing the journeys of Paul. During the second quarter, I and II Thessalonians and Galatians are studied, exegetically. One-half year.

New Testament Epistles: In this course, during the first quarter, several of the general epistles are considered exegetically and devotionally. The last quarter is occupied with the letter of Paul to the Romans. The aim of this course is to secure a knowledge of the doctrine of redemption and the principles that underlie the devotional life of the Christian. One-half year.

Prayer and Holy Spirit: The aim in this course is to lead the student to a clear understanding of the value of the devotional life in all the various walks of life; methods of securing the best results in prayer, as set forth in the teaching of the New Testament on prayer, and as exemplified in the prayers of both Old and New Testament, are studied; a survey of the nature and office of the Holy Spirit is given so as to show the relation of the work of the Spirit to the devotional life. One-half year.

History.

Ancient History: Early states of antiquity; development of customs, culture, institutions, government of Greece and Rome. Text: West's Ancient World.

Modern History: Mediaeval and Modern History of Western Europe, downfall of Rome to present. Text: West's Modern World.

United States History and Civics: Special attention is given to the correlation of the social, economical, territorial, and political growth and development of the colonies and the nation. State, local, and municipal government is considered.

Mathematics.

Algebra: The work in Algebra is divided into two parts. The first part, extending throughout the first year, begins with fundamental operations which have been studied in arithmetic but which are now generalized and applied to algebraic numbers. Then follows the treatment of simple equations, factoring, fractions, simultaneous equations, involution, evolution, indices, and quadratic equations. The student is early introduced to the graphical method and frequent use is made of it in the study of the equations. The advanced part of the subject is given during one-half of the third year. It includes a rapid review of the subject as previously studied, followed by a more detailed study of the theory of quadratics, the index law, synthetic divisions, miscellaneous theorems, the progressions, and complex numbers.

Plane Geometry: One year is devoted to this course. Especial attention is paid to the solution of original numerical exercises and supplementary theorems.

Physics.

The work in Physics covers an entire year. Three days per week will be devoted to the textbook work which includes the discussion and demonstration of the fundamental principles of the subject, together with the solution of numerous numerical exercises. The remaining periods are spent in laboratory work. About forty experiments are performed. The student is required to record systematically in a permanent notebook the data and results of these experiments.

Physical Geography.

The earth's form, the atmosphere and the ocean are presented in a general way. A greater portion of the time is devoted to the lands, i. e., typical forms of plains, mountains, volcanoes, rivers and valleys, land wastes, shore

lines, etc. Excursions are made to study weathering, erosion and various land types in the immediate neighborhood. Descriptions are written and photographs are taken as often as practicable.

Botany.

This course includes not only a study of general plant anatomy and physiology, but also deals with plant breeding, weeds, plant culture, and economic bacteria where such discussions seem pertinent. The ecological study is given the prominence it deserves. Frequent field excursions are made to study and collect material which abounds in the woods and along the streams. Some time is devoted to a systematic study of the local flora.

Zoology.

Selected forms of different phyla are studied in an ascending series. Collections of insects are made, including the complete life history of some forms. Opportunity for field work is furnished by the woods, ponds and streams.

Physiology.

The textbook in physiology takes up the subject from the standpoint of hygiene, as well as anatomy and physiology. This is supplemented by informal lectures and demonstrations, such as dissections, microscopic work, experiments, and a study of the human skeleton.

Domestic Science and Domestic Art.

Domestic Art: Making garments; using patterns; drafting patterns; cutting and fitting garments; making samples; special stitches; study of textiles. Laboratory; ten hours per week through the year. Counts one Academic credit.

Domestic Science: Preparatory lessons—fruits and vegetables; preserving and canning fruits and vegetables; food and the foodstuffs; food preparation; cereal products; fats and sugars; meats and fish; batters and doughs; breads; salads and desserts; eggs, milk and cheese; planning meals; preparation of meals; serving meals. Theory: Two hours per week throughout the year. Laboratory: Six hours per week throughout the year. Counts one Academic credit.

AGRICULTURE.

First Year.

1. Poultry Husbandry. One term.
2. Farm Mechanics. Two terms.
3. Horticulture. One term.

Third Year.

1. Animal Husbandry, Dairying. One term.
2. Animal Husbandry, Swine Husbandry. Two terms.
3. Animal Husbandry, Dairy Products. One term.

Fourth Year.

1. Cereal Grains, Corn. One term.
2. Forage Crops, Grasses and Legumes. Two terms.
3. Cereal Grains, Small Grains. One term.

Poultry Husbandry. A general course dealing with the problems of care, feeding and management of the farm flock; housing, marketing, storage, diseases, etc.

Farm Mechanics. A course in general farm mechanics, including a study of levers, hitches, rope work, power transmission, soldering, babbitting, belt lacing, gears, plumbing and lighting for the farm, etc.

Horticulture. A general study of orchards and fruits, their care and management. Diseases, insects, methods of spraying, pruning and planting.

Dairying. A course in the study of the elementary principles of dairying. A study of the dairy type, care, feeding, management, feeding standards, balanced rations, etc.

Swine Husbandry. A general course in breeds, types and market classes of hogs. The care, feeding and management of the farm drove. Houses, marketing, diseases, sanitation, etc.

Dairy Products. A course in milk testing, cream testing, the principles of separation, buttermaking, and other dairy products, the use of skim milk, buttermilk in the making of byproducts of the farm dairy.

Cereal Grains, Corn. A detailed study of corn. Its habits of growth, soil, and climatic requirements, breeding of corn, judging, and scoring.

Grasses and Legumes. A comprehensive study of the grasses and forage crops of the corn belt, their relative feeding value,

their soil and climatic requirements, insects, weeds, fertilizing value, etc.

Cereal Grains. Small grains. A study of oats, wheat, barley, rye, etc., under corn belt conditions; their requirements, general characteristics, grading, judging, rotations, etc.

The courses in the academy are especially adapted to the needs of the student who can spend only a limited time in the study of agriculture. The courses offered give a wide range of choice, and are so arranged that a complete semester's work can be secured during the two winter terms. And to the student who takes the work the full year there is no break in the continuity of courses.

Part V.

Schools of
MUSIC
ART

PART V—SCHOOLS OF MUSIC, ART

THE SCHOOL OF MUSIC.

Mount Morris College presents the opportunity of studying music in a College atmosphere. Its Music School aims at academic standards and methods, and to this end its general plan is modeled. In its regular courses, the School endeavors to supply all the desirable elements of a complete musical education. It becomes increasingly necessary that the musician be other than a mere performer; that he have an intelligent conception of the material of music, a firm grasp of fundamental artistic principles, and a well-defined and discriminating taste. This broad musicianship is as necessary for the cultivated amateur as for one intending to become professional, and all students giving the larger portion of their time to music are strongly urged to take the full work.

The theoretical studies in the full work move in solid year courses and to pursue them advantageously it is advisable that they be entered upon at the beginning of the year. Every year there are students who develop an unexpected musical capacity and who later regret, upon better understanding the situation, that they did not enter at once in a complete course. If in doubt, it is far better to enter a regular course at once and to drop the theoretical studies later, if it be found advisable.

Musical Library.

The School has a reference library which is placed in the general library in "Sandstone," and is for the special use of music students during the school year.

Examinations.

Regular examinations are held at the close of each term. The standing of each student is reported and entered on record.

Orchestra.

Each year a College orchestra is formed. This organization is open to all students having the required ability and who are seeking training as well as pleasure in this line of work. The orchestra plays at societies, recitals, etc.

Pianos.

The Schumann and Schiller pianos are used in the school for teaching and practice purposes and for all concerts and recitals.

Advanced Standing.

Students frequently enter the school sufficiently advanced as players or singers to enter the second or third year of the regular course, but are prevented from doing this by a lack of preparation in theoretical studies. If such students enter the first year of the theoretical course, their program is not retarded; but it would be to their advantage to make special preparation in theoretical studies in the hope of qualifying for more advanced standing. Candidates for the second year's work must be able to play all major and minor scales readily, identify all keys either from the printed page or from the keyboard, to play at sight hymns and pieces of the difficulty of a sonatina.

Student Recitals and Solo Classes.

Frequent recitals are given by the students to accustom them to public appearance and as an incentive to more diligent application. The Solo Classes are of an informal character and are of value to those troubled with nervousness in performing before others.

Practice Periods and Private Lessons.

Private lessons lost by students will not be made up when caused by carelessness on their part. In case of illness when due notice is given, special lessons will be arranged by the instructor.

PIANO DEPARTMENT.

The general plan for instruction is as follows: A systematically developed technical foundation is the first requisite in modern pianoforte playing; this is attained by means of a carefully selected and graded set of exercises and studies, designed to bring about that mental control of the muscles without which artistic results cannot be obtained. At the same time, the musical development of the student receives especial care. In the regular course, Bach and Czerny are the principal aids to technical advancement. For musical purposes, the works of Mozart, Beethoven, Schumann, Schubert and Chopin are chiefly used. Clearness of conception, distinctness of phrasing, variety of tone, good rhythm, and technical accuracy are the main points insisted upon. Interpretation becomes a special object and the individual characteristics of each of the great tone poets must be studied.

The work of the Piano Department is divided into three groups: I. Preparatory. II. Academic. III. Collegiate.

Plan of Courses for Group II:

Ear Training, one hour per week, one year. Harmony I, two hours per week, one year. History of Music, three hours per week, one year. Applied Music, two half hours per week, one year. Solo Classes and Concerts. College or Academy Study. Physical Culture—optional.

Plan of Courses for Group III:

Ear Training, one hour per week, one year. Harmony II, one hour per week, one year. Counterpoint, one hour per week, one year. Applied Music, two half hours per week, one year. Solo Classes and Concerts. College or Academy Study. Physical Culture—optional.

Description of Courses.

Theory: Elementary theory treating of every detail of music notation; advanced theory dealing with the higher forms of composition; the orchestra; with its instruments and acoustics, so far as it has direct bearing upon music.

Ear Training: Melodic and rhythmic dictation within the key; triads in all forms; modulations to near related keys.

Harmony I: Scales, intervals, formation of triads and sept chords, inversions and coderees; chord reading combined with analytical study of hymn tunes. First semester, two hours per week. Staff work, primary and secondary triads, the dominant and leading tone sept chords; analytical study of the Mendelssohn's Songs Without Words. Second semester, two hours per week.

Harmony II: Advanced work based upon C. W. Chadwick's Modern Harmony; harmonization and modulation; composition—original themes dictated from the piano with drill in methods of notation and ear training; discussion of the harmonization and elaboration of the musical materials. Students are thrown upon their own resources as much as possible in this course. One hour per week throughout the year.

Counterpoint: Various species of counterpoint in two, three, or four parts; analytical study of Bach inventions and Beethoven Sonatas. One hour per week throughout the year.

History of Music: This study gives the student a general idea of music from early antiquity to the present time. The biographies of the masters in music are studied. Three hours per week throughout the year.

VOICE DEPARTMENT.

Glee Clubs.

As soon as possible after the opening of school, two glee clubs, one for women and one for men, will be organized from the best voices in school. These clubs meet once or twice a week for rehearsals and often appear before the literary societies and elsewhere in public performance. In order to cover the cost of music and incidental expenses, a fee of $1.25 per semester will be charged each member of the glee clubs.

Choral Society.

This chorus is composed of the two glee clubs and others who are capable singers. Only the best choral music and cantatas are studied. Public concerts are given during the year by this society.

PROFESSIONAL PLAN OF COURSES.

The following courses as outlined give a solid foundation for future specialization or Conservatory training. They are especially recommended to those who expect to teach. A diploma is awarded upon their satisfactory completion.

First Year.

First Term: Elementary Notation, Ear Training, Voice, Piano, Expression, one literary study.

Second Term: Same as first term.

Third Term: Advanced Notation, Ear Training and Harmony, Voice, Piano, Expression, one literary study.

Fourth Term: Sight Reading and Conducting, Ear Training and Harmony, Voice, Piano, Music and Morals, one literary study.

Second Year.

First Term: Chorus singing, Harmony, History of Music, Leader's class, Voice, Piano.

Second Term: Same as first term.

Third Term: Chorus Singing, Harmony and Composition, History of Music, Music in Worship, Voice, Piano.

Fourth Term: Same as third term.

Description of Courses.

Voice Culture: Students are taught Principles of Breathing, Relaxation, Elementary Vocalization and Tone Placing, Resonance, Enunciation, Clippinger's Systematic Voice Training, Songs of Easy Compass, Interpretation, Concone's Exercises, Songs and Arias from the Oratorios. All voice students should take Ear Training. Two lessons per week each, in voice and piano, are required for the Professional Plan.

Vocal Music: In this class, students receive instruction in theory and practice in singing; a thorough study is made of scales, key signatures, measure, intervals, etc.

Leaders' Class: Before entering this class, the student should have a thorough knowledge of the rudiments of music. Instruction is given in directing a congregation or body of people in song.

Hymn Reading and Music in Worship: In case there is sufficient demand a course in interpretative hymn reading, and studies in worship music will be given.

SCHOOL OF ART.

It is the design of this department to provide training for those who wish to make a profession of art and to stimulate and assist those who wish to devote but part of their time to its study as a means of general culture. A further design is to aid in arousing a love of beauty and its proper appreciation in the fields of nature and art.

A large studio, well-lighted and equipped with easels, models, and studies from the masters, is located on first floor of College Hall. The walls are covered with pictures in both oil and water-color. China cabinets are filled with choice specimens of the decorative art done either in naturalistic or conventional

style. Dinner sets, tankards, vases, jardinieres, all call for admiration and arouse a desire to more beauty in the everyday activities of life.

Many find it to their advantage to take courses in art while pursuing a regular College course. Art students likewise are permitted to take work in the College.

During commencement week, an annual exhibit of meritorious work is held. This has come to be one of the attractive events of the school year and is attended by a large number of visitors.

Instruction is given each afternoon of the week. Landscape painting is given to advanced pupils during the spring term. Equipment is rented to those who do not care to purchase an outfit. To such as desire, instruction is given in the proper firing of china and in the management of kiln.

Lessons in oil, water-color or china, per lesson of three hours, seventy-five cents.

This "School" is a distinct part of the institution and no College or Academic credit is given for work done in it.

Part VI.

ORGANIZATIONS AND GENERAL ACTIVITIES

PART VI. ORGANIZATIONS AND GENERAL ACTIVITIES

THE LITERARY SOCIETIES.

Nearly everyone is called upon at various times in his life to discuss some subject or to express his views upon a proposition in the presence of a gathering or organization. This situation may arise in church or Sunday school work, at a meeting of business men, educators, or agriculturists, in fact, in any vocation of life. Men of prominence and experience testify that much of their best training in public speaking was received through active participation in the work of a good literary society.

Mount Morris College offers an opportunity for obtaining valuable practice in public work in any one of its three literary organizations: The Amphictyon, Philorhetorian, and Oriental Societies. The membership of the latter is composed of students below college rank. The others admit only college students. The Amphictyon and Philorhetorian Societies are about three-quarters of a century old, each holding charters granted by the state of Illinois.

Each society renders a program weekly or biweekly, consisting of readings, essays, orations, mock trials, debates, extemporaneous speeches, short dramatic sketches, and other forms of literary activity. Special exercises in parliamentary drill are occasionally conducted. The corps of officers changes a number of times during the school year, giving many the valuable experience of conducting an organization of this character.

In addition to the student officers of each society, elected in each case by the society itself, there is for each organization a faculty adviser, who is also elected by the society members, and whose duties are not those of superintendence but of counsel and guidance.

Another important phase of this literary work is the social culture to be derived. A number of informal social functions are held during each year where a polish and politeness essential to an individual of culture may be acquired. Each spring a banquet or picnic is held as a climax to the year's work.

This society work is largely voluntary; however, every minute

of time spent in literary society work will be amply repaid by the benefits which the student will derive.

HISTORY CLUB.

To foster an interest in present day affairs, both national and international, a History Club has been organized. Meetings are held biweekly, consisting of oral and written reviews, discussions of cartoons, debates, conventions, etc.

STUDENTS' ASSOCIATION.

The Students' Association, or Council, was organized in January, 1912. The purpose of this organization is to bring all students together and unify their efforts in behalf of a larger College life. The task of getting together after the destruction of "Old Sandstone" was the first mission of the organization. Since then, it has solved the problems which have arisen in the various class and inter-class contests. It arranges entertainments and receptions for the new students. At the several called meetings of each year, it deliberates concerning critical and pertinent topics concerning student activities. The Association desires that every student feel that there are no upper powers among them that dictate and rule, but that each one has a voice and a vote in the direction of the student activities.

From this time forward no student of Mount Morris College will be allowed to wear the college letter "M" unless he has been awarded same for meritorious service to the college in some recognized branch of sport or literary activity. This resolution was adopted by the Students' Association May, 1917, and confirmed by the faculty.

STUDENT GOVERNMENT.

The disciplinarian system in the dormitories is that of student government. The student body of each dormitory meet, organize, adopt rules and regulations for the ordering of conduct within the building. They elect officers, two commissioners for each floor. These officers in turn organize, and maintain order in the building in accordance with the regulations adopted. They endeavor to inspire rather than rule; they promote amicable relations in keeping with the general spirit of democracy and equality which is at the root of this system of autonomous student administration.

The Faculty, however, exercise a general supervision of all school deportment.

DEVOTIONAL ACTIVITIES.

One of the aims of Mount Morris College is to inculcate Christian ideals. Various religious services and activities are conducted.

Church.

Sunday School and two church services are held every Sunday in addition to midweek Prayer Meeting. The students are expected to attend these services.

Chapel.

Every morning of the school week, a Chapel Service is held, which is primarily devotional, but which also includes many interesting lectures and addresses by men and women in public life. Occasionally, the second half of the service is given over to class and similar activities. Attendance at Chapel is required.

Missionary Organizations.

There are two missionary organizations. The College Missionary Society is a strong active organization. Since 1902, it has supported as its representative in India, Daniel J. Lichty, of the class of 1902. The College Mission Band is composed of volunteer members who are preparing themselves by organization and study for possible missionary work.

COLLEGE LECTURE COURSE.

The College sustains a regular first-class lecture course from year to year. This course affords an opportunity to hear some of the ablest speakers and best musical companies in America. It constitutes an important auxiliary to the work of the classroom.

Our course for the year 1920-21 was one of the largest lyceum courses offered in the state of Illinois. It consisted of 8 numbers. This course was open to students and citizens of Mount Morris and immediate community for the small sum of $1.50.

COLLEGE BAND.

A college band was organized in the fall of 1920. During the past year it has had regular practice periods of two hours each, once per week. This band is open to all students who play band instruments. The first year of the band's activity was a very successful one and it is to be a permanent organization in the school.

RECITALS AND SOCIAL ACTIVITIES.

Recitals are frequently held in the College Auditorium. These are of great value to students in Music and Public Speaking, in making them accustomed to appearing in public, and at the same time they furnish other students (as well as townspeople

and visitors), pleasant entertainment and an opportunity to cultivate a taste for literary expression and good music.

Various social affairs, such as general College receptions, receptions by particular departments, etc., take place on occasions in the College Auditorium, the Chapel Auditorium, and the Social Hall in "Old Sandstone."

Social activities are promoted and chaperoned by the Social Committee of the Faculty.

ATHLETICS.

Excellent facilities are available for football, basketball, baseball, tennis and track. Much interest is manifested in these sports. Basketball probably holds first place with an ever increasing interest in football. There is always strong competition for places on these teams.

The unsuccessful candidates are organized into "fives" and enter the basketball tournament. There are usually two classes, an A class made up of players of considerable ability, and a B class, where those of little experience may play to an advantage.

The girls also have organized basketball teams.

Rigid physical examination must be undergone before a student is permitted to participate in intercollegiate sports.

Tennis is also a popular sport. There are four first-class clay courts on the campus. During the closing weeks of each school year a tournament is held.

LIMITATION OF OUTSIDE ACTIVITIES.

To make it possible for the student to devote sufficient time to his regular work, the faculty reserves the right to limit the amount of outside activities in each case, basing such decisions upon the number of courses pursued, general ability, health, and application of the student.

HONORS.

1. All honors shall be of the nature of honorable mention as further described below.

2. Such honorable mention shall be based upon general excellence and not upon excellence in any one subject. Furthermore, it shall be limited to the College proper and the Academy and no honors shall be given for special excellence in any one department or school.

3. The time for granting such honorable mention shall be the conclusion of the Academic course, the end of the Sophomore year in College, and the conclusion of the entire College course. All

Sophomores who may be candidates for such honors shall be regular in their work.

4. Any student who is to receive honorable mention in the work of the Academy must have a general average not lower than A and no grade lower than B in the last two years of his course, and no grade in any subject lower than C in the first two years. For honorable mention in the work of the College, every candidate must have a general average not lower than A and no grade lower than B in any subject.

5. Candidates for honorable mention in the work of the Academy shall be in residence during their last year, at least, and in case credits are transferred from other institutions such institutions shall be of recognized standing and fully accredited by our State University, or other State Universities. Candidates for honorable mention in the work of the College must be in residence during their entire course and in no case may credits be transferred from other institutions.

6. Such honorable mention shall be printed upon the Commencement program as follows:

(A) "Special honors are given to the following students for general excellence in the work of the entire College Course."

(B) "Special honors are given to the following students for general excellence in the work of the first two years of the College."

(C) "Special honors are given to the following students for general excellence in the work of the Academy."

Part VII.

GENERAL REGULATIONS; LIVING ARRANGEMENTS; EXPENSES

PART VII. GENERAL REGULATIONS; LIVING ARRANGEMENTS; EXPENSES.

Parents are urged to give the President the fullest information about their children, so that he may best serve their interests.

Reports of the students' work are sent to the parents at the end of each semester. Special inquiries will always be cheerfully answered.

All students are expected to deport themselves as ladies and gentlemen and to comply readily with whatever regulations may be deemed necessary for the welfare of the individual or of the entire student body. They are received only on these conditions. Should the deportment of any student become a hindrance to others, he will be asked to withdraw. A student may be asked to withdraw from school at any time without assigning a reason for such action.

Visitors are always welcome and should report to the President so that provisions may be made for their entertainment.

Students will provide their own blankets, towels, and soap. Many bring with them a few little furnishings and conveniences, which, though not necessary, do add much to the comfort and coziness of a room.

Beds for men have sheets, pillows and cases.

Beds for ladies have same and comforters.

All should be supplied with sufficient clothing before leaving home. Modest attire is recommended for all. Members of the Church of the Brethren are expected to observe the order of the church with reference to plain dressing. They are also requested to bring a church letter with them.

Because of their evil effects, the following are forbidden: Using tobacco on the college premises, using or handling intoxicating liquor, card playing, gambling, carrying or possessing firearms.

Non-resident students who wish to room or board elsewhere than in the College buildings will first make proper arrangements with the College management.

Persons wishing to keep college students as roomers or boarders will first arrange with the College management.

Students leaving school before the end of a term must secure a written permit from the President and consult with the Business Manager.

Expenses.

For Students in College, Academy and the Schools.

Tuition, board, and furnished room with heat:	
For one year (thirty-six weeks)	$352.00
For one term (nine weeks)	90.00
Tuition for one term	25.00

For Students in Seminary.

Incidental fee, board and furnished room with heat:	
For one year (thirty-six weeks)	$262.00
For one term (nine weeks)	67.50
Incidental fee for one semester	5.00

For All Students.

Library fee—per semester	$ 4.00
Athletic fee—per semester	2.50
Fee for late registration	1.00
Fee for change of registration after first week of term	1.00

Electric lights in the dormitories are paid for by the students.

Tuition in the above is for the College, the Academy and the Schools of Agriculture and Business.

These rates are subject to change without further notice.

They are based upon cost of living existing at the time this catalogue went to press. In case there is any marked change in living conditions these rates may be revised accordingly.

Special tuitions are given under the discussion of special courses. Students paying for less than full term will be charged at a higher rate.

Furnished rooms as quoted above are for two students to a room. A student who occupies a room alone will pay extra room rent at the rate of seventy cents per week for the first and fourth terms, and ninety cents per week for the second and third terms. Students, themselves, arrange for roommates, but the Business Manager will assist if requested to do so. However, the college is not responsible in case a roommate cannot be secured. In case the dormitories are crowded, students rooming alone must take roommates. Students may room alone in single rooms, but the above rates for rooming alone apply.

The prices that include board and room mean board and room at the College.

Holiday room and board are not included in the rates quoted here.

A deposit of $5.00 is required of each student for the key and for the proper care of the room and furniture. This will be refunded when the key is returned and the room is left in proper

condition. The key deposit is made at the time a room is reserved in the dormitory. In case a student finds, after reserving a room, that he must cancel the reservation, the key deposit will be refunded if application is made for such refund before August 1 preceding the September in which school opens. Otherwise it will not be refunded.

Those students not taking full work will be charged one-third tuition for one study and two-thirds for two studies. Bookkeeping and Shorthand are each equivalent to two studies.

Terms: All quotations given in this catalogue are strictly cash in advance. Five per cent will be added to all bills not paid within thirty days after the opening of the term.

Diploma Fees.

College	$ 7.50
All other diplomas	5.00

Laboratory and Special Fees.

	Semester
Academy Botany	$ 2.50
College Botany	2.50
College Biology	2.50
College Chemistry	8.00
College Chemistry Deposit	2.50
Academy Physics	3.00
College Physics	4.00
Cereal Grains	3.00
Cereal Grains Deposit	1.00
Legumes and Grasses	3.00
Legumes and Grasses Deposit	1.00
Plant Breeding	5.00
Plant Breeding Deposit	2.00
Soil Physics	3.50
Soil Physics Deposit	1.00
Soil Fertility	3.50
Soil Fertility Deposit	1.00
Soil Biology	5.00
Soil Biology Deposit	2.00
Principles of Feeding	1.00
Swine Husbandry	1.00
Dairy Husbandry	5.00
Dairy Husbandry Deposit	2.00
Dairy Products	4.00

Dairy Products Deposits	1.00
Farm Mechanics	6.50
Farm Mechanics Deposit	3.50
Farm Motors	5.00
Farm Motors Deposit	3.00
Farm Buildings and Equipment	2.00
Dairy Bacteriology and Sanitation	5.00
Poultry Husbandry	2.50
Poultry Husbandry Deposit	1.00
Small Fruits	2.00
Small Fruits Deposit	1.00
The Vegetable Garden	1.00
Selection and Preparation of Foods	3.00
Preparation and serving of food	3.50
Typewriter Rent	6.00
Instrumental Music:	
1 lesson per week	18.00
2 lessons per week	33.00
Vocal Music:	
1 lesson per week	18.00
2 lessons per week	33.00
Piano Rent:	
1 period per day	00
2 periods per day	00
Harmony:	
Private lessons, one per week(one-half hour)	10.00
In class not to exceed four pupils, two lessons per week	16.00
Counterpoint Canon and Fugue:	
Private Lessons, one per week	$10.00
In class not to exceed four pupils, one lesson per week	9.00
Composition—same as Counterpoint.	
History of Music:	
In class, one lesson per week	6.00

Some other special fees are given under the description of courses in the various departments.

Part VIII.

ENROLLMENT

PART VIII. ENROLLMENT

Each student for the year 1920-21 was enrolled either as a Seminary, a College, an Academy, or a Special Student. The Special Students include all those, of whatever grade, who were not regularly enrolled in the College or Academy.

Following these three lists, are classified lists of those students who took work in Agriculture, Bible, Business, Music and Art.

SEMINARY STUDENTS.

Bechtold, Paul	Girard, Ill.
Stover, J. E.	Mount Morris, Ill.

COLLEGE STUDENTS.

Seniors.

Bechtold, Paul F.	Girard, Ill.
Buck, Lola M.	Franklin Grove, Ill.
Davis, Eugene R.	Waterloo, Ia.
Dierdorff, Russell	Mount Morris, Ill.
Hershberger, Verda	Waterloo, Ia.
Hersch, Elsie	Waterloo, Ia.
Hersch, Mae M.	Waterloo, Ia.
Lehman, Galen	Franklin Grove, Ill.
Maust, Neva	Waterloo, Ia.
Paul, I. Clifford	Mount Morris, Ill.
Redenbo, O. B.	Mount Morris, Ill.
Stauffer, Blanche	Mulberry Grove, Ill.
Wolf, Iva V.	Preston, Minn.

Juniors.

Dyer, J. L.	Chicago, Ill.
Hanning, Mabel	Preston, Minn.
Kessler, Vera D.	Mount Morris, Ill.
Landes, Ralph H.	Cerro Gordo, Ill.
Lichty, Joy	Waterloo, Ia.
Miller, Grace E.	So. English, Ia.
Price, Galen	Polo, Ill.
Revis, Lela G.	Starkweather, N. D.
Smith, Harry L.	Greene, Ia.
Stouffer, Mabel L.	Mount Morris, Ill.
Stutsman, Bennett	Girard, Ill.
Waddelow, Bessie C.	Mount Morris, Ill.

West, Pearl R. ..... Mount Morris, Ill.
Wickert, Ira C. ..... Astoria, Ill.

Sophomores.

Blough, Robt. O. ..... Waterloo, Ia.
Brubaker, Mabel E. ..... Virden, Ill.
Cripe, Cora E. ..... Mount Morris, Ill
Eikenberry, Ella F. ..... Greene, Ia.
Emmert, Emery ..... Mount Morris, Ill.
Fike, Emerson ..... Milledgeville, Ill.
Fouts, Ruth ..... Frederic, Ia.
Frantz, Orpha ..... Cerro Gordo, Ill.
Gerdes, Wayne ..... Morrison, Ill.
Gnagey, Paul ..... Milledgeville, Ill.
Gnagey, Ralph ..... Milledgeville, Ill.
Grove, Edna E. ..... So. English, Ia.
Heckman, Ruth M. ..... Cerro Gordo, Ill.
Hohnadel, Vernon ..... Chadwick, Ill.
McCann, D. J. ..... Sykeston, N. D.
Marquis, Neal J. ..... Berwyn, Ill.
Miller, Gilbert S. ..... Cedar Rapids, Ia.
Plum, Doris ..... Polo, Ill.
Pollock, R. L. ..... Batavia, Ill.
Prowant, F. S. ..... Chadwick, Ill.
Royer, Kenneth M. ..... Elgin, Ill.
Shively, John P. ..... Egeland, N. D.
Snavely, Esther M. ..... Waterloo, Ia.
Stitzel, Edith V. ..... Lanark, Ill.
Stitzel, Quinter ..... Lanark, Ill.
Suck, Augusta D. ..... Garrison, Ia.
Ulrey, Ruth F. ..... Prairie City, Ia.
Van Dyke, E. ..... Winona Lake, Ind.
Wine, Olan M. ..... Lintner, Ill.
Wolgamuth, Beula ..... Dallas Center, Ia.

Freshmen.

Acker, Walter E. ..... West Brooklyn, Ill.
Brown, John ..... Shabbona, Ill.
Burkholder, Harvey R. ..... Rock Lake, N. D.
Clevidence, Helen ..... Mount Morris, Ill.
Connell, Ina M. ..... Brooklyn, Ia.
Creel, Irene S. ..... Lawrence, Kans.

Cripe, Mary E. ..... Mount Morris, Ill.
Crowe, Ruby L. ..... Des Moines, Ia.
Culler, M. Esther ..... Mount Morris, Ill.
Feldkirchner, Eva ..... Dixon, Ill.
Fike, Homer ..... Waterloo, Ia.
Finnifrock, S. R. ..... Lanark, Ill.
Forney, Arnold ..... Waterloo, Ia.
Forney, Ferne ..... Egeland, N. D.
Gardner, John D. ..... Astoria, Ill.
Gibson, Lucile ..... Girard, Ill.
Glessner, Fern C. ..... Manfred, N. D.
Grove, Geo. ..... So. English, Ia.
Hanson, Edith ..... Egeland, N. D.
Hendrickson, Vivian ..... Mount Morris, Ill.
Hersch, Margaret E. ..... Waterloo, Ia.
Hoff, Harold ..... Waterloo, Ia.
Miller, Clair E. ..... So. English, Ia.
Miller, Fred J. ..... Polo, Ill.
Miller, Mildred M. ..... So. English, Ia.
Miller, Ruth V. ..... Waterloo, Ia.
O'Hara, Mary L. ..... Mount Morris, Ill.
O'Hara, Vera P. ..... Mount Morris, Ill.
Paulsen, Jeanette ..... Egeland, N. D.
Royer, Eby ..... Moberly, Mo.
Russell, Galen ..... Waterloo, Ia.
Sanford, Bertha C. ..... Ashton, Ill.
Saylor, Geo. R. ..... Waterloo, Ia.
Sharp, A. Maud ..... Egeland, N. D.
Sharp, Ruth G. ..... Egeland, N. D.
Sherrick, H. R. ..... Mount Morris, Ill.
Shively, Owen D. ..... Egeland, N. D.
Stauffer, Ruby M. ..... Mulberry Grove, Ill.
Storey, Harry I. ..... Shabbona, Ill.
Stover, Miriam E. ..... Mount Morris, Ill.
Suck, Adam F. ..... Garrison, Ia.
Swab, Ray R. ..... Greene, Ia.
Tannreuther, Edgar ..... Waterloo, Ia.
Waddelow, Josephine ..... Mount Morris, Ill.
Watne, Theodore ..... Shabbona, Ill.
Watson, Frances M. ..... Girard, Ill.
Weybright, Leslie G. ..... Franklin Grove, Ill.

Wingert, Ruth E. ..... Franklin Grove, Ill.
Wirt, Ray ..... Lewiston, Minn.
Wirt, Velma P. ..... Lewiston, Minn.

ACADEMY STUDENTS.

Seniors.

Brubaker, Alice L. ..... Mount Morris, Ill.
Brubaker, Harold ..... Mount Morris, Ill.
Coffman, Virgil S. ..... So. English, Ia.
Eikenberry, Alice E. ..... Greene, Ia.
Kimmel, Milton L. ..... Mount Morris, Ill.
Tamblin, Sadie B. ..... Chicago, Ill.
Thomas, Cramer F. ..... Mount Morris, Ill.
Wrightsman, Glenna ..... Virden, Ill.
Wagenman, Dora E. ..... Bisbee, N. D.

Juniors.

Fridley, Robt. B. ..... Mount Morris, Ill.
Messer, Eva L. ..... Mount Morris, Ill.
Stover, James M. ..... Mount Morris, Ill.
Stouffer, Mary J. ..... Mount Morris, Ill.
Zimmerman, Walter ..... Sheldon, Ia.

SOPHOMORES.

Boewe, Albert ..... Parkersburg, Ill.
Braeger, Leona M. ..... Bowdon, N. D.
Dennis, Calvin F. ..... Polo, Ill.
Durin, Lewis ..... Scarboro, Ill.
Gates, Carl ..... Polo, Ill.
Glessner, Ruth L. ..... Manfred, N. D.
Keedy, LeRoy F. ..... Mount Morris, Ill.
Lugenbeal, Faye ..... Starkweather, N. D.
Lininger, Viola M. ..... No. Liberty, Ia.
Lapp, Dwight B. ..... Brodhead, Wis.
Moss, Eugene L. ..... Unionville, Ia.
Phillips, E. Earl ..... Chattanooga, Tenn.
Plum, Pauline ..... Polo, Ill.
Scholl, Ellis ..... Polo, Ill.
Wisner, Glen ..... Polo, Ill.

Freshmen.

Barnhart, Reta ..... Garrison, Ill.
Durin, Dorothy ..... Scarboro, Ill.

Hoover, J. M. ..... Mount Morris, Ill.
Hill, Elton F. ..... Mount Morris, Ill.
Hessenius, Geo. ..... Baileyville, Ill.
Hepfer, Clifford ..... Oregon, Ill.
Janssen, Herman ..... Baileyville, Ill.
Myers, Elmo ..... Baileyville, Ill.
Messer, Hazel E. ..... Mount Morris, Ill.
Moser, Chas. M. ..... Oregon, Ill.
Zimmerman, H. L. ..... Freeport, Ill.

SPECIAL STUDENTS.

Adams, Helen P. ..... Mount Morris, Ill.
Bauer, Bessie ..... Rushville, Ill.
Bolinger, Mabel ..... Shannon, Ill.
Briggs, C. H. ..... Lisbon, Ia.
Campbell, Dewitt ..... Waterloo, Ia.
Clark, Ruth G. ..... Mount Morris, Ill.
Clark, Mrs. R. C. ..... Mount Morris, Ill.
Dierks, Pearl ..... Chicago, Ill.
Dierks, Sarah ..... Chicago, Ill.
Emmert, LeRoy ..... Mount Morris, Ill.
Hoover, L. F. ..... Thomson, Ill.
Kessler, Edna L. ..... Mount Morris, Ill.
Kessler, Henry ..... Mount Morris, Ill.
Kimmel, Mrs. M. L. ..... Mount Morris, Ill.
Long, Lula ..... Mount Morris, Ill.
Meader, Lulu ..... Mount Morris, Ill.
Messer, Mrs. C. F. ..... Mount Morris, Ill.
Myers, Mrs. F. ..... Mount Morris, Ill.
Plum, Olga ..... Polo, Ill.
Price, Margaret ..... Mount Morris, Ill.
Redenbo, Florine M. ..... Mount Morris, Ill.
Redenbo, Kenneth ..... Mount Morris, Ill.
Royer, Eby V. ..... Moberly, Mo.
Samsel, Bernice ..... Mount Morris, Ill.
Watts, Jeannette ..... Mount Morris, Ill.
West, Mrs. W. E. ..... Mount Morris, Ill.
Willrett, Otillio ..... DeKalb, Ill.
Wishard, Mary ..... Mount Morris, Ill.
Zumdahl, Emma ..... Mount Morris, Ill.
Zumdahl, Laura ..... Mount Morris, Ill.

AGRICULTURE STUDENTS.

Acker, Walter E. ..... West Brooklyn, Ill.
Blough, Robt. O. ..... Waterloo, Ia.
Briggs, C. H. ..... Lisbon, Ia.
Brown, John ..... Shabbona, Ill.
Buck, Lola M. ..... Franklin Grove, Ill.
Dennis, Calvin F. ..... Polo, Ill.
Dierdorff, Russell ..... Mount Morris, Ill.
Dyer, J. L. ..... Chicago, Ill.
Emmert, Emery ..... Mount Morris, Ill.
Gates, Carl ..... Polo, Ill.
Fike, Emerson ..... Milledgeville, Ill.
Fike, Homer ..... Waterloo, Ia.
Finnifrock, S. R. ..... Lanark, Ill.
Forney, Arnold ..... Waterloo, Ia.
Gardner, John D. ..... Astoria, Ill.
Gibson, Lucile ..... Girard, Ill.
Gnagey, Paul ..... Milledgeville, Ill.
Gnagey, Ralph ..... Milledgeville, Ill.
Grove, Edna E. ..... So. English, Ia.
Grove, Geo. ..... So. English, Ia.
Heckman, Ruth M. ..... Cerro Gordo, Ill.
Hepfer, Clifford ..... Oregon, Ill.
Hoff, Harold ..... Waterloo, Ia.
Hohnadel, Vernon ..... Chadwick, Ill.
Hoover, L. F. ..... Thomson, Ill.
Pollock, R. L. ..... Batavia, Ill.
Prowant, F. S. ..... Chadwick, Ill.
Royer, Kenneth M. ..... Elgin, Ill.
Shively, John P. ..... Egeland, N. D.
Shively, Owen D. ..... Egeland, N. D.
Stauffer, Ruby M. ..... Mulberry Grove, Ill.
Stitzel, Edith V. ..... Lanark, Ill.
Stitzel, Quinter ..... Lanark, Ill.
Storey, Harry I. ..... Shabbona, Ill.
Suck, Adam F. ..... Garrison, Ia.
Tannreuther, Edgar ..... Waterloo, Ia.
Van Dyke, E. ..... Winona Lake, Ind.
Watne, Theodore ..... Shabbona, Ill.
Watson, Frances M. ..... Girard, Ill.
Weybright, Leslie G. ..... Franklin Grove, Ill.

Wickert, Ira C. ..... Astoria, Ill.
Wine, Olan M. ..... Lintner, Ill.
Wirt, Ray ..... Lewiston, Minn.
Wisner, Glen ..... Polo, Ill.
Zimmerman, Walter ..... Sheldon, Ia.

BIBLE STUDENTS.

Blough, Robt. O. ..... Waterloo, Ia.
Brown, John ..... Shabbona, Ill.
Brubaker, Mabel E. ..... Virden, Ill.
Creel, Irene S. ..... Lawrence, Kans.
Crowe, Ruby L. ..... Des Moines, Ia.
Culler, M. Esther ..... Mount Morris, Ill.
Forney, Ferne ..... Egeland, N. D.
Hanson, Edith ..... Egeland, N. D.
Hoff, Harold ..... Waterloo, Ia.
Hoover, J. M. ..... Mount Morris, Ill.
Hoover, L. F. ..... Thomson, Ill.
Janssen, Herman ..... Baileyville, Ill.
Kimmel, Milton L. ..... Sheldon, Ia.
Lugenbeal, Faye ..... Starkweather, N. D.
Messer, Hazel E. ..... Mount Morris, Ill.
Messer, Eva L. ..... Mount Morris, Ill.
Miller, Clair E. ..... So. English, Ia.
Miller, Fred J. ..... Polo, Ill.
Miller, Gilbert S. ..... Cedar Rapids, Ia.
Miller, Mildred M. ..... So. English, Ia.
Miller, Ruth V. ..... Waterloo, Ia.
Myers, Elmo ..... Baileyville, Ill.
Paul, I. Clifford ..... Mount Morris, Ill.
Paulsen, Jeanette ..... Egeland, N. D.
Phillips, E. Earl ..... Chattanooga, Tenn.
Royer, Eby V. ..... Moberly, Mo.
Russell, Galen ..... Waterloo, Ia.
Sanford, Bertha C. ..... Ashton, Ill.
Saylor, Geo. R. ..... Waterloo, Ia.
Scholl, Ellis ..... Polo, Ill.
Smith, Harry L. ..... Greene, Ia.
Stitzel, Quinter ..... Lanark, Ill.
Stouffer, Mabel L. ..... Mount Morris, Ill.
Stover, J. E. ..... Mount Morris, Ill.
Stover, Miriam E. ..... Mount Morris, Ill.

Stutsman, Bennett.....Girard, Ill.
Suck, Augusta D.....Garrison, Ia.
Swab, Ray R.....Greene, Ia.
Tannreuther, Edgar.....Waterloo, Ia.
Ulrey, Ruth F.....Prairie City, Ia.
Waddelow, Bessie C.....Mount Morris, Ill.
Watson, Frances M.....Girard, Ill.
West, Pearl R.....Mount Morris, Ill.
Wolgamuth Beula.....Dallas Center, Ia.
Zimmerman, Walter.....Sheldon, Ia.
Zimmerman, H. L.....Freeport, Ill.

MUSIC STUDENTS.

Adams, Helen P.....Mount Morris, Ill.
Barnhart, Reta.....Garrison, Ia.
Bauer, Bessie.....Rushville, Ill.
Bolinger, Mabel.....Shannon, Ill.
Buck, Lola M.....Franklin Grove, Ill.
Clark, Ruth G.....Mount Morris, Ill.
Creek, Irene S.....Lawrence, Kans.
Cripe, Cora E.....Mount Morris, Ill.
Cripe, Mary E.....Mount Morris, Ill.
Davis, Eugene R.....Waterloo, Ia.
Dierdorff, Russell.....Mount Morris, Ill.
Eikenberry, Alice E.....Greene, Ia.
Kessler, Edna L.....Mount Morris, Ill.
Kessler, Henry.....Mount Morris, Ill.
Kessler, Vera D.....Mount Morris, Ill.
Kimmel, Mrs. M. L.....Mount Morris, Ill..
McCann, D. J.....Sykeston, N. D.
Miller, Gilbert S.....Cedar Rapids, Ia.
Miller, Mildred M.....So. English, Ia.
Plum, Doris.....Polo, Ill.
Plum, Olga.....Polo, Ill.
Price, Margaret.....Mount Morris, Ill.
Redenbo, Florine M.....Mount Morris, Ill.
Redenbo, Kenneth.....Mount Morris, Ill.
Royer, Kenneth M.....Elgin, Ill.
Russell, Galen.....Waterloo, Ia.
Samsel, Bernice.....Mount Morris, Ill.
Sanford, Bertha C.....Ashton, Ill.

Scholl, Ellis	Polo, Ill.
Snavely, Esther M.	Waterloo, Ia.
Stitzel, Quinter	Girard, Ill.
Watts, Jeannette	Mount Morris, Ill.
Wishard, Mary	Mount Morris, Ill.

BUSINESS STUDENTS.

Barnhart, Reta	Garrison, Ia.
Braeger, Leona M.	Bowdon, N. D.
Brubaker, Harold	Mount Morris, Ill.
Campbell, Dewitt	Waterloo, Ia.
Creel, Irene S.	Lawrence, Kans.
Dennis, Calvin F.	Polo, Ill.
Durin, Lewis	Scarboro, Ill.
Eikenberry, Alice E.	Greene, Ia.
Forney, Ferne	Egeland, N. D.
Gates, Carl	Polo, Ill.
Glessner, Fern C.	Manfred, N. D.
Hessenius, Geo.	Baileyville, Ill.
Hepfer, Clifford	Oregon, Ill.
Janssen, Herman	Baileyville, Ill.
Lininger, Viola M.	No. Liberty, Ia.
Moser, Chas. M.	Oregon, Ill.
Myers, Elmo	Baileyville, Ill.
Plum, Pauline	Polo, Ill.
Royer, Eby V.	Moberly, Mo.
Scholl, Ellis	Polo, Ill.
Thomas, Cramer F.	Oregon, Ill.
Wagenman, Dora E.	Bisbee, N. D.
Watson, Frances M.	Girard, Ill.
Wisner, Glen	Polo, Ill.
Zimmerman, Walter	Sheldon, Ia.

ART STUDENTS.

Barnhart, Reta	Garrison, Ia.
Dierks, Pearl	Chicago, Ill.
Dierks, Sarah	Chicago, Ill.
Dyer, J. L.	Chicago, Ill.
Emmert, LeRoy	Mount Morris, Ill.
Gibson, Lucile	Girard, Ill.
Hersch, Elsie	Waterloo, Ia.
Hersch, Mae M.	Waterloo, Ia.

Meader, Lulu	Mount Morris, Ill.
Plum, Pauline	Polo, Ill.
Messer, Mrs. C. F.	Mount Morris, Ill.
Myers, Mrs. Frances	Mount Morris, Ill.
Plum, Olga	Polo, Ill.
Royer, Eby V.	Moberly, Mo.
Watson, Frances M.	Girard, Ill.
West, Mrs. W. E.	Mount Morris, Ill.
Willrett, Otillio	DeKalb, Ill.
Wingert, Ruth E.	Franklin Grove, Ill.
Wrightsman, Glenna	Virden, Ill.
Zumdahl, Emma	Mount Morris, Ill.
Zumdahl, Laura	Mount Morris, Ill.

SUMMARY OF ENROLLMENT.

Seminary	2
College	107
Academy	40
Special	30
	179
Less Duplicates	2
Total	177

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